

## Trinity Stars Stage 1 – Activity plan – Weather

### Stage: 1

#### Language aims:

- ▶ Talking about the weather
- ▶ Speaking in chorus

#### Performance aims:

- ▶ Expressive movement and mime
- ▶ Using musical instruments to create mood and atmosphere

#### 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 1, performances should last from 5-15 minutes.

#### Materials needed:

- ▶ Flashcards or pictures on whiteboard or different weather – you can use the [interactive activity](#) or the [flashcards](#).
- ▶ Optional: Different coloured clothes or paper to adapt as costumes.

## Activity

In this lesson we will be focusing on different weather conditions:

- ▶ It's sunny
- ▶ It's rainy
- ▶ It's snowy
- ▶ It's foggy
- ▶ It's windy

These concepts will be introduced over the following sections of the activity plan. You will also find links to additional resources from the web that you can use.

### The weather

1. Show the students [weather flashcards](#), or use the [weather presentation](#). As you show each picture, ask 'What's the weather like?' then say 'It's sunny' etc.
2. Keep asking the question every time you show the pictures so that it gradually becomes part of the children's passive language.
3. Point out of the window and ask them what the weather is like today.

#### Online resources:

[Weather song](#)

[Weather flashcards](#)

[Weather presentation](#)

### Using mime

1. Mime being blown by the wind, your make-believe hat coming off, wind propelling you across the classroom. Ask 'What's the weather like?' as you do so and encourage the children to answer 'It's windy.'

2. Say, 'Yes, it's windy!' and get the children to join in the mime with you.
3. Now mime reaching into cold snow on the ground, making a snowball and throwing it. Tread as if you are in deep snow. Again, encourage the children to join in with you when they have guessed the weather.
4. Mime looking up at the sky and being affected by the sun's glare. Pretend to put on a pair of sunglasses and stretch your body as if enjoying the warmth. Let the children join in with what they do when it is sunny and adapt your own mime accordingly.
5. Now look up and act as if rain is falling on you. Pretend to take an umbrella and put it up. Walk as if you are splashing in puddles. Pretend to kick water from puddles at the children as they join in.
6. Now start walking and act as if you can't see very far in front of you. Walk slowly and feel your way. Let the children join in with you pretending to be in the fog and help each other around the classroom.

### Game – Weather chairs

1. Choose six players and put five chairs in a row. Call out a weather condition, for example 'It's rainy'. The children move around the room as if they are in the rain, miming putting up umbrellas, splashing in puddles and so on.
2. Now call out 'Go home!'. The children dash to the chairs. The one who does not manage to sit down is 'out' and joins you. He or she chooses the next weather condition to call out. Take away one chair and continue until only one player is left.

### Music

1. Put a variety of percussion and toy musical instruments out and let the children play around with making different sounds which they think express the five different weather conditions.
2. Give them ideas; for example, run a stick up and down a xylophone. Do they think that sounds like rain? Lightly rattle a tambourine. Does that sound like leaves in the wind to them? They will have their own ideas and may combine musical instruments with their own sounds.
3. When they have decided which instruments they want to use, let some of them play whilst the others move around the classroom.

### Characters

1. Draw a sun on the board and give it a face. If you have some yellow material, wrap it around yourself or hold a piece of yellow paper.
2. Say 'I am the sun'. Choose a tone of voice which you think matches the character of the sun. Do the children agree or do they think the sun might talk differently? Give them the yellow cloth or paper and let them say 'I am the sun' in different ways, according to their own imagination.
3. How might the sun move? Would it walk or dance or even jump?
4. Now do the same with the other weather features. You can draw a snowflake or a snowman for the snow, a large grey scribble or cloud for fog, a raindrop or a puddle for rain and a cloud with a mouth which is blowing for wind.
5. Play around with different ideas for their characters, how they might move and speak. As with all improvisations, start by giving some ideas to the children but then be guided by them.

### Game – knock on doors

1. Two children go outside the classroom door. Give them, secretly, a card with a symbol of the weather character they are to act.
2. The other children sit in the classroom.
3. The two children knock on the door.
4. You open it and let them in and they must be in character as, for example, the sun or the wind.
5. The other children guess who they are and react accordingly, acting as if they are in that weather.

### Using Performance

1. Use this song/chants as it is or as a basis for your own ideas.
2. The children are sitting and looking at a window. You could either use a real window or draw one on a large piece of card.

3. All chant or sing: *What's the weather like today? What's the weather like today?*
4. Some or all of the children get up and go and look out of the window. They express happiness as they 'see' that it is sunny.
5. They chant or sing: *It's sunny, it's sunny, let's go out and play!*
6. The children dance or skip, as if going out of a door (they could go in single file). When they are 'outside' they act as if they are in the sun. They could pretend to play ball, swim, sit and have a picnic. At this stage you could involve other props such as outdoor toys, a picnic tablecloth and paper plates and so on. Additional language, according to the abilities of the group, could be added here. For example they could say '*We're playing*', '*We're swimming*' and so on.
7. You, the teacher, could play on the musical instruments as they act or some of the children could do this.

### Performance

1. Repeat the above activity now including the other weather conditions. Each time the children go 'outside' they move and act in a way which is appropriate.
2. 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:

- ▶ If you are in a country with varied weather conditions, make a pictorial weather chart with the days of the week labelled across the top and symbols showing the weather below each day. The children could then write or trace the sentences, 'It's sunny', 'It's windy' and so on.
- ▶ What is their favourite weather? Get the children to draw and label a picture.

## Weather performance

The children sing or chant:

*What's the weather like today? What's the weather like today? It's sunny, it's sunny! Let's go out and play!*

The children act as if they are enjoying a sunny day, eg playing outside, swimming, sunbathing.

*What's the weather like today? What's the weather like today? It's rainy, it's rainy! Let's go out and play!*

The children could act as if they have umbrellas, that their feet are wet, that they are splashing in puddles, enjoying the rain on their faces.

*What's the weather like today? What's the weather like today? It's windy, it's windy! Let's go out and play!*

The children act as if they are being blown around, their hats are coming off, they are chasing leaves or bits of paper.

*What's the weather like today? What's the weather like today? It's snowy, it's snowy! Let's go out and play!*

The children act as if they are making and throwing snowballs, building a snowman, walking or falling over in deep snow.

*What's the weather like today? What's the weather like today? It's foggy, it's foggy! We can't play today! We can't play today!*

The children go 'outside' and realize that it is foggy and they can't see. They come back 'indoors' and take up positions as if they are reading or watching television or drawing etc. The performance could end like this, in a frozen tableau of them indoors. Wait for a couple of seconds then 'unfreeze', join hands and take a bow.