



# Lesson 4

## Dylan and Dana's Water Adventure



Learning Standards & Assessment



Time



Resources



Activities



Handouts



Video







## Arts Education (Drama)

### Big Ideas

- ▶ Creative expression develops our unique identity and voice.
- ▶ Dance, drama, music, and visual arts are each unique languages for creating and communicating

### Content

- ▶ Elements in the arts:
  - Drama: character, time, place, plot, tension
- ▶ A variety of dramatic forms
- ▶ Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment



**60-120 minutes**



Educator's Kits, including hardcopy lesson plans and support materials, are available for loan through the CRD. For pickup locations, print-friendly materials and multimedia tools see [www.crd.bc.ca/teacher](http://www.crd.bc.ca/teacher) or contact the CRD at 250.360.3133.

## Lesson 4:

# Dylan and Dana's Water Adventure

## Purpose

In this lesson, students use drama to explore the characters, relationships, and dialogues presented in the video story, *Down the Drain and Back Again*.

## Preparation

- ▶ This lesson involves a repeat viewing of the video, *Down the Drain and Back Again*, to remind students of the story; however, if you are conducting this lesson immediately after Lesson 2 or 3, you may choose to eliminate this step (procedure 2).
- ▶ Create overhead transparencies using the student handout, Characters. Alternatively, create charts on the board or chart paper using the six character names (see procedure step 3).
- ▶ Photocopy:
  - Student handout Characters (1/student; if making puppets- 2/student)
  - Student handout - Dylan and Dana's Water Adventure
  - Assessment tool - Dylan and Dana's Water Adventure
  - Assessment tool - Self Assessment

## Procedure



### Warm-Up Activity

1. Begin by writing the word 'Adventure' on the board or overhead. Ask students to take a few moments to think about this word and what it means to them. Have them share their responses with a partner.
2. Invite students to share their responses, and create a class brainstorming web to record their responses.



### Teacher Resources

- ▶ Assessment Tool: Dylan and Dana's Water Adventure

### Student Resources

- ▶ Handout: Characters
- ▶ Handout: Character Masks (optional)
- ▶ Assessment Tool: Self-Assessment

### Lesson Resources

- ▶ KWL chart (begun in Lesson 1)
- ▶ Computer and projector or TV and video player
- ▶ Video: *Down the Drain and Back Again*
- ▶ *Frog Girl*, by Paul Owen Lewis
- ▶ Crayons, colouring pencils
- ▶ Sticks or pencils for making puppets (6/student)



## Video - Down the Drain and Back Again

1. Screen the video. Ask students questions such as the following:
  - Is this an adventure?
  - Where does this story take place?
  - Who are the characters in this story?
2. Distribute the student handout, "Characters". Read each character's name, one at a time, and ask students to say what they know about this character. What does this character do during the story? What does this character think and feel? Record their responses on the overhead transparencies or chart paper. Students should use their handouts to record their own notes about each character.



## Skits

1. Divide the class into small groups of 3-5. Assign one scene from the video to each group, or have groups select their favourite scenes. Suggested scenes and characters include:
  - Sprinkle, Dana, and Dylan: in the bathroom at the beginning wasting and polluting water
  - Dylan (as water drop), Dana (as water drop), and the other water drops (for larger groups of students, additional characters could include the people seen wasting water): looking down on Victoria, seeing water being wasted and polluted and seeing water being used wisely.
  - Dylan (as water drop), Dana (as water drop), and the other water drops: falling into Rithet Creek and floating into the Sooke Lake Reservoir, the Intake Tower and through the disinfection plant.
  - Sprinkle, Dana, and Dylan: back in the bathroom at the end, with Dana and Dylan telling Sprinkle what they have learned
2. Explain to students that they should work in their groups to create a short drama (e.g., 2-3 minutes) based on their assigned scene. Students may choose to present their scene as a puppet show (using the pictures from the handout "Characters", coloured, cut out, and attached to sticks), a role play, a mime, an oral retelling, etc. (or, you may assign this yourself). Advise students that they should use the video as a starting point for their story, but they can adapt the characters and the story as they wish to tell their own story.
3. Discuss with students the criteria that will be used to assess their work (suggested criteria are outlined in the Assessment Tool, Dylan and Dana's Water Adventure).

4. Provide time for students to prepare their dramas. Facilitate group work as required. Use the video script (Appendix C) to offer suggested dialogue if students need assistance. Offer additional prompts such as:
  - What kind of story is your drama?
  - What is your character thinking?
  - What is your character feeling?
  - What happens at the beginning of this story? In the middle? At the end?
5. Have groups present their dramas to the rest of the class. Allow time for brief discussion at the end of each presentation before continuing to the next one.

### **Assessment Opportunity**

- ▶ Observe students as they work in their groups to prepare their dramas.
- ▶ Use the Assessment Tool, *Dylan and Dana's Water Adventure*, to assess students' work in relation to both their preparatory work and their completed presentations.
- ▶ Distribute the Self-Assessment handout, to each student. Read as a class, ensuring students understand the assessment questions. Have them place their completed assessments in their Water Portfolios.

### **Curricular Competencies**

Look for evidence that students are able to:

#### **Arts Education (Drama)**

- ▶ Exploring and creating
  - Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
  - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- ▶ Reasoning and reflecting
  - Develop processes and technical skills in a variety of art forms to refine artistic abilities

### **Extensions and Adaptations**

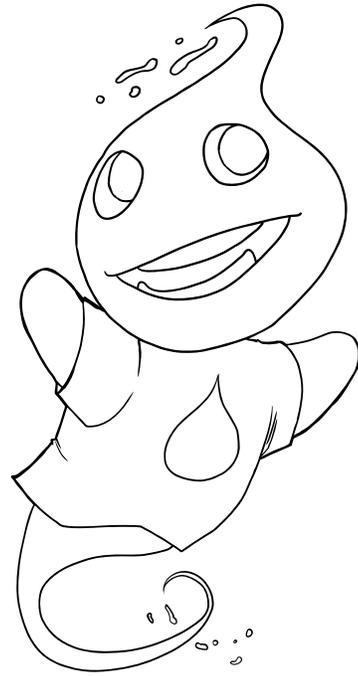
- ▶ To address learning a variety of dramatic forms, have students mime scenes involving the characters while you read aloud sections from the script (Appendix C) or create a tableau of their favorite scene.
- ▶ Photocopy 'Character Masks' and attach rubber bands so students can embody their characters.
- ▶ You may also wish to use the instrumental version of the song, *Drip, Drip, Drop* to help inspire students' movements.



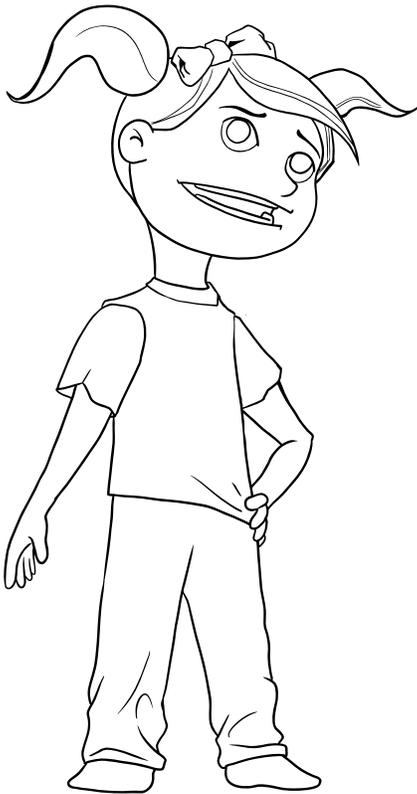
# Characters



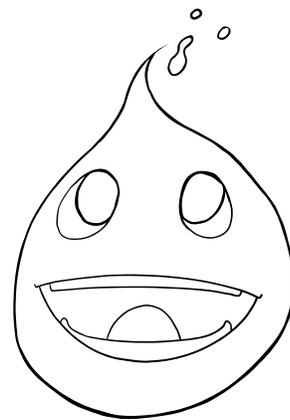
**Dylan**



**Sprinkle**



**Dana**

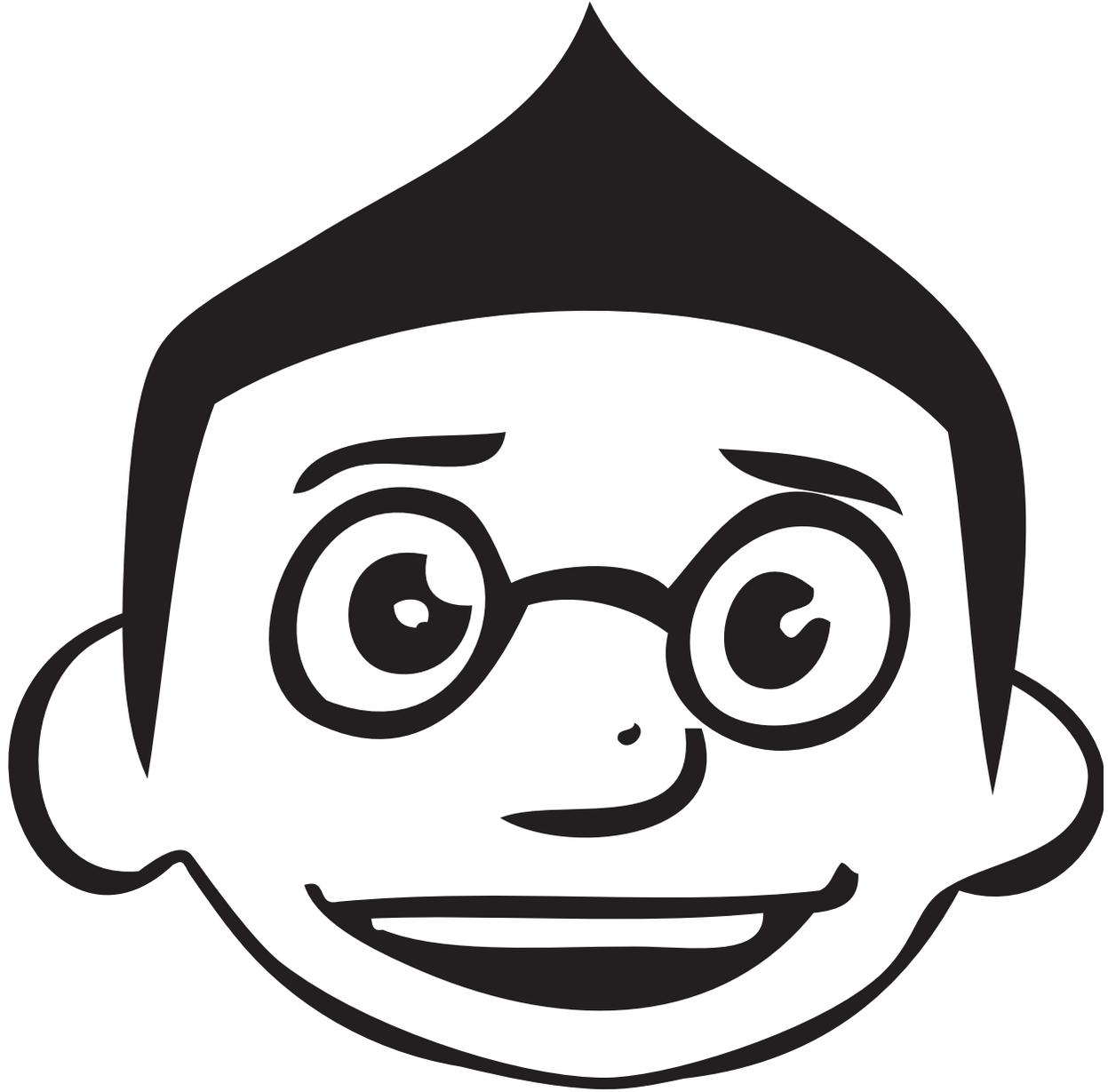


**Other Water Drops**



# *Character Masks*

*Dylan*





# *Character Masks*

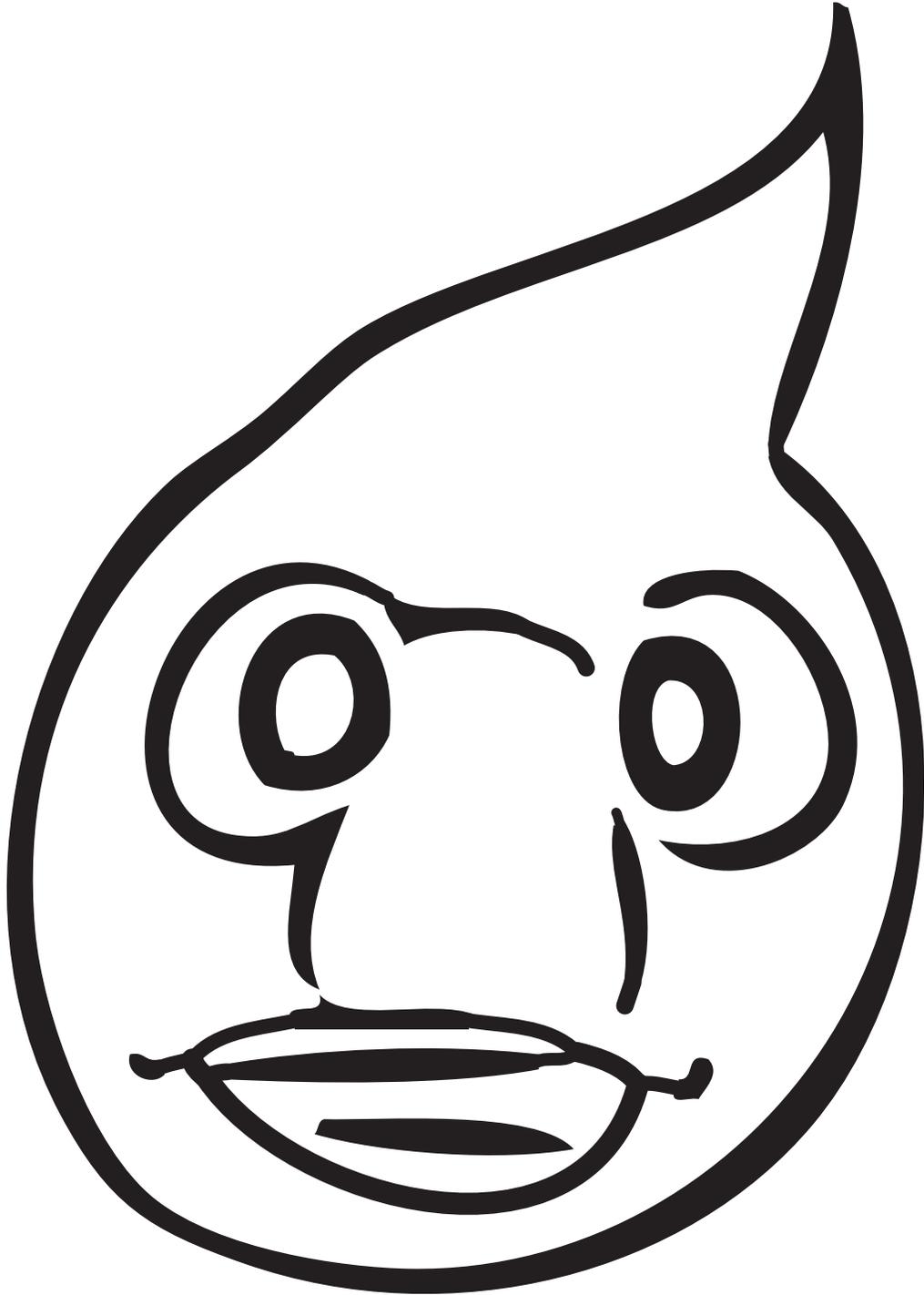
*Dana*





# Character Masks

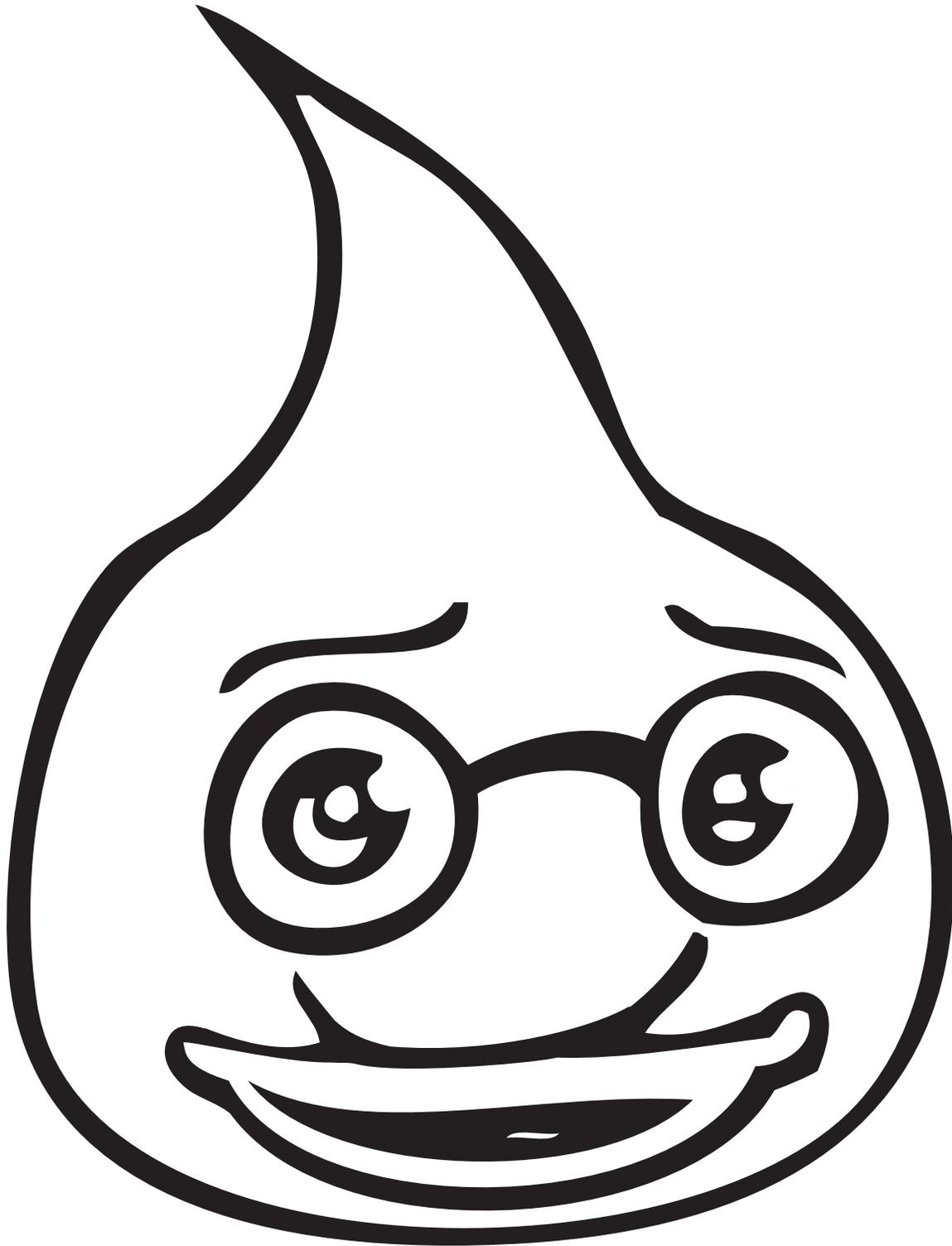
*Sprinkle*





# ***Character Masks***

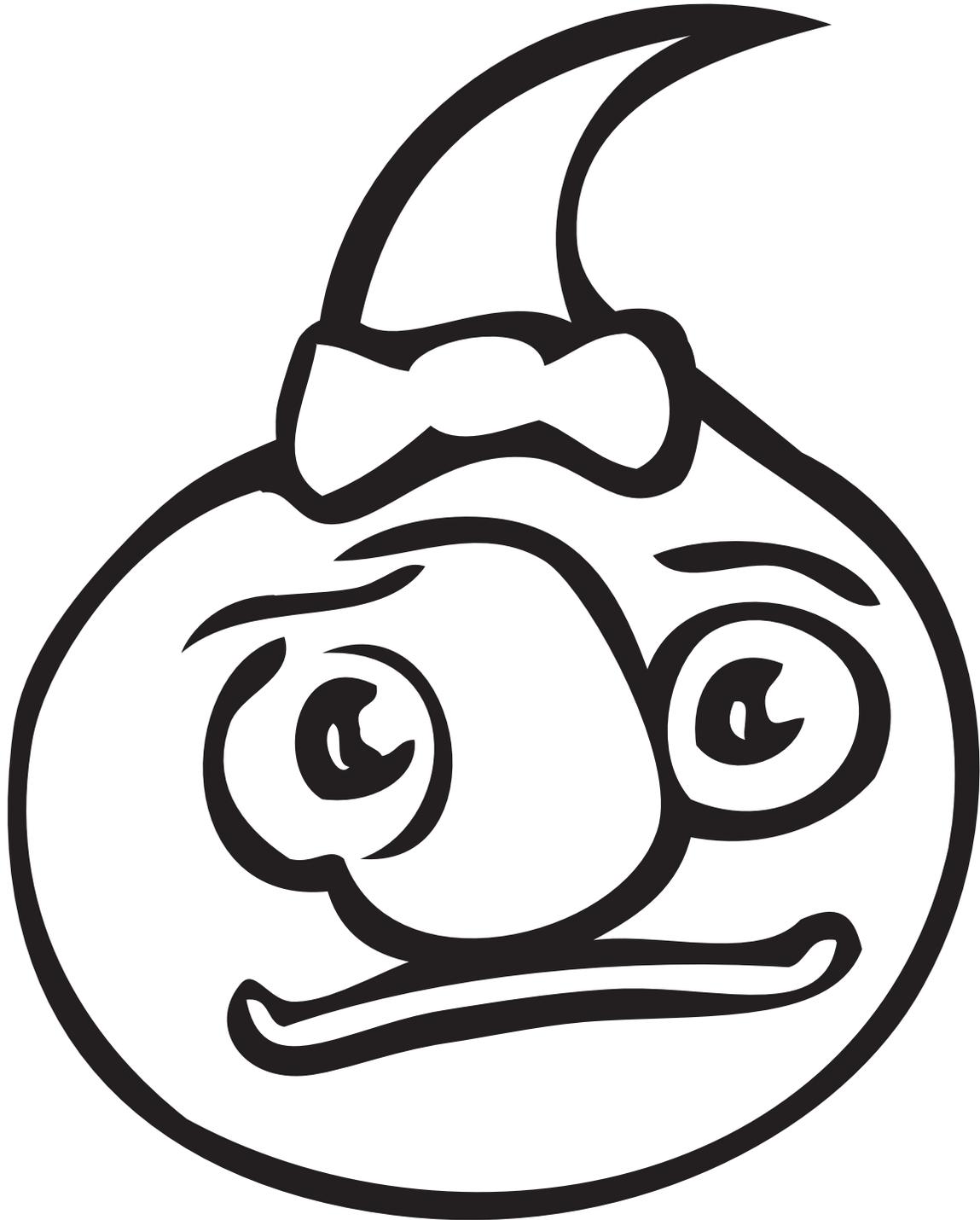
*Dylan as Water Drop*





# ***Character Masks***

*Dana as Water Drop*





## Self-Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Names of others in my group:**

_____	_____
_____	_____
_____	_____
_____	_____

Criteria	Yes	Sometimes	No
I shared ideas with my group.			
I asked questions and listened to my group.			
Everyone in our group contributed.			
Our group worked well together.			
Our drama told a story.			
Our drama had a beginning, middle, and end.			
I used my voice to show feelings.			

**My character was feeling and thinking about:**

**I am proud of:**

**I could do better next time by:**



# Self-Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

***Names of others in my group:***

_____	_____
_____	_____
_____	_____
_____	_____

Criteria	Yes	Sometimes	No

***My character was feeling and thinking about:***

***I am proud of:***

***I could do better next time by:***



# Dylan and Dana's Water Adventure

Learning Standards: Arts (Drama)																					
Student Names																					
	Share ideas																				
	Demonstrate cooperative effort																				
	Use voice to express a range of ideas and feelings																				
	Use movement and their bodies to express a range of ideas and feelings																				
	Demonstrate ability to present drama work																				
	Participate safely in drama environments																				

Scale: 1 = emerging 2 = developing 3 = proficient 4 = extending