

# Drama Activities

## Follow-up Activity



### What Can Be Learned?

These activities help students to consolidate and refine their knowledge of the animal they have investigated throughout the unit, but also to learn about the animals the other groups have studied.

### Material; Needed

A chart for each group to add their brainstorm thoughts to.  
The tape recording of sounds made beside the creek/river during the visit.  
Paper and pencils in case students wish to write their interview question down.  
Video camera - if one is available, you could record some of their work to play back to the class.  
Parent helpers/other adults.

### The Activities

Students could rotate through these group activities, depending on how many adults are available.

**Brainstorm** - what you have learned so far about your group animal (adult to record on the chart).

**How do they move?** Individually, try to move like your animal. What do you eat? How do you collect food? Role play how these animals might communicate with each other.

**How do they communicate?** Students work in pairs to present a short scene of their animals meeting and greeting in the creek. How would a little community of these animals work together (eg a number of pairs contributing to a group movement)?  
(Play the tape of creek/river sounds as background if available)

**Interview the animals.** Students think of one or two questions to ask the different animals. This activity could be done as a whole class.

Three of the same animal (eg three 'platypus') sit on chairs in front of the class. The rest of the group ask the interview questions. Eg 'How would you survive if there were changes to the creek that made the water unclean?' 'What do you eat?' or 'Where do you sleep?'