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| **LESSON** **This lessons has 3 parts that would best be considered as 3 separate lessons** |
| Benny Bungarra’s Big Bush Cleanup by Sally MorganThis lesson is about some man made dangers that have an impact on animals and their habitats. In the story Benny Bungarra’s Big Bush Clean Up Australian animals discover that they need to clean their homes as they find their animal friends affected by such things as plastics, fishing line. Students will reflect on the retell that they undertook in lesson 1 and develop a short puppet play which they will perform to an audience |
| **Subject****Waste****Conservation** | LIstening SpeakingReadingWritingScienceArt | **Date** |  |
| **Class** | Mid/Upper Primary | **No of Periods 3**  | *Part 1 – writing puppet show script**Part 2– creating puppets**Part 3 – performing the puppet show* |
| **Strand** | Life and Living – impact of environment on life and the effects of human intervention on the environmentCreative Arts -  | **Sub Strand** |  |
| **Learning Intention or Outcome** | Students will develop an understanding of the dangers that animals encounter in their environments that are man made.Students will write a script for a puppet showStudents will create puppets and props for the puppet showStudents will perform their puppet show to an audience |
| **Indicators** | Students will explore ways in which to take action to create safer environments for animals to live in. Students will develop a puppet show that relates directly to the animals in their community |
| **Success Criteria** | Students will initiate actions within their community. Students will share their written work in the form of a puppet show. |
| **Prior Knowledge**– How will you link the lesson to students’ prior knowledge? Students will be familiar with animals in their community.Students will reflect on the retell that they wrote in Lesson 1 of Benny Bungarra’s Big Bush CleanupStudents will draw on their knowledge of using craft materials (ideally recycled materials) to create an object (puppet) |
| **Introduction “I DO”** – Teacher instruction Teacher will: Slide 1 –introduce the lesson by posing the question ‘what could be some man made hazards in this image?’Slide 2 inform student of the purpose of the lesson Slide 3 – explain to students that the lesson will be made of 3 partsSlide 4 - Review vocabulary – habitat, hazards Slide 5 – 7 Review what happened in the story ‘Benny Bungarra’s Big Bush Cleanup’Slide 8 – discuss the role of humans in keeping animal habitats hazard free for animals. ‘what can you do in your community to keep safe environments for animals?’Slide 9 – organise students to work with a partner. Instruct students to discuss the retells that they had created e.g what animals were in your stories and what solutions did they suggest?**PART 1**Slide 10 - Explain to students that they will use the retell from lesson 1 to adapt it into a puppet show that they will perform for an audience at a later time. Provide students with the opportunity to work in small groups or individually to create the script for their puppet showSlide 11 invite 2 students to take the roles of the characters and the short example on the slide. Encourage them to used expression eg inventing voices, using pauses to effect to add drama or suspense. Explain to students that a script is written in the form of a conversation between characters Engage partners to try some examples for their script using their characters. They will do this orally. Encourage students to discuss their work – this could be done in small groups and ask students to provide positive feedback to their peersSlide 12 – explain the worsheet to students**PART 2**Slide 13, 14– guide students to make sketches of their characters as simple puppets. They are to include possible materials that they will require. This could be done with a partner or individually.  Discuss with students possible resources that they could recycle to make their puppets Slide 15 – explain the worksheet to students**PART 3**Slide 16 **–** provide students with time to rehearse their puppet play. They may like to work with a partner. Provide students with an opportunity, or opportunities, to present their puppet plays  |
| **Activities “YOU DO”** – Challenging meaningful independent tasksStudents will:Slide 1 – recap on what was done in lesson 1Slide 2 – develop an understanding of this lesson Slide 3 – develop an understanding of the 3 parts to this lessonSlide 4 , 5, 6, 7 – reflect on lesson 1 in which they wrote a puppet show play using the retell that they did in ‘Benny Bungarra’ lesson 1. If time permits you might like to replay the youtube story of Benny BungarraSlide 8 – respond to teacher questionsSlide 9 – work with a partner and reflect on the characters and the problems and solutions of their retell**PART 1**Slide 10 – develop an understanding that a play is written in the form of direct speech,Slide 11 - selected students to present the script using expression, character voices and pauses to create suspense/ dramaSlide 12 – complete the worksheet of a dialogue between characters that will become a scene in the puppet play**PART 2 slides 13 - 14**1. Design and create characters for their puppet show using a variety of recycled materials

Slide 15 – complete the worksheet on which you illustate your characters and identify what items you need to use to make your puppets**PART 3 slide 16**1. Rehearse and present their puppet shows to an audience
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| **Checking for understanding:**Teachers will:1. Check in with students during the course of the lessons and provide support and guidance.
2. Make anecdotal notes in regard to work that students are producing eg challenges that students may have with the task, strengths of work being produced, how they are engaging in shared situations (social engagements), organisational skills, presentation skills, how they solved construction challenges when making puppets (thinking skills)
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| **Teacher Reflection ޓީޗަރުގެ ބަޔާން** What worked well? What would you like to change next time?  |

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| **Follow up/extension ideas****Class** 1. Present puppet shows to community groups e.g parents, community delegates, visiting educators, visitors
2. Visit a veterinary clinic and speak with the people who look after local injured animals
3. Invite a veterinary practitioner to speak to students about caring for local animals
4. Some students may like to volunteer to work with animal welfare groups

**Whole school** 1. Develop an awareness program to promote the need to maintain safe and clean environments for local animals. To enable this, students could collaborate with community groups.
2. Participate in World Oceans Day June 8
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