

# Body Objects: Integrating with Science

## *Creating Habitat-Settings*

**Grade Level: K – Adult**

**Essential Question:** *How can we use our bodies to show what we know about story and habitats?*

### Students learn about DRAMA

- Describe a setting
- Demonstrate how concentration, imagination, imitation, transformation and collaboration are used in drama.

### INTEGRATION Ideas

- Habitats /Environments
- Needs of Living Things

### VOCABULARY

Imagination, Imitation, Collaboration, Transformation, Concentration, Setting, Habitat

### MATERIALS

None

## LESSON DIGEST

1. Review and introduce vocabulary
2. Ask the Essential Question.
3. Discuss setting, habitats, needs of living things found in a habitat
4. Students warmup making body objects alone and with others.
5. Students act the story of BJ's Journey, making habitats and thinking about needs being met in those habitats.
6. Students read descriptions of other habitats, environments and create them as a team.
7. Ask the Debrief and Learn questions

**SPACE:** Open for Movement

**TIME:** 45-50 minutes



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## *Creating Habitat-Settings*

### Your Personal NOTES

### LESSON

### HINTS AND STRATEGIES

#### STARTERS

- Review story elements.
- Discuss/review the three drama tools, indicating that today they will not be using voice until they do some planning or while enacting the story.
- Introduce or review the words transformation (to change into characters or objects/setting for a drama – the actor's job) and imitation (to act like you're doing something without really doing it. (Review any of the other three words: concentration, imagination and collaboration as well.)<sup>1</sup>
- Ask if they know what a habitat is: an environment that provides for the needs of living things.
- Share with the students that today they will be revisiting *B.J.'s Journey* but the story will be filled with things that make the setting a habitat for living things.
- Students brainstorm and list the needs of living things in an environment/habitat. Explain that because there are animals in a habitat, today they will also be adding animals. Have them think about how they will show space needed for the habitat.

*Ask the essential question: How can we use our bodies to show what we know about story and habitats?*

#### ACTIVITIES GUIDE

1. Students find their own personal space and quickly review making objects
2. *Solo work:* Students find personal space. Call out a series of objects that are needs of living things for the students to transform into using only the body and the mind. Remind them no voice. Encourage them to be unique (different) and that there is no right or wrong. (Note: emphasize concentration and *not* using the voice.)

#### CONCEPTS & SKILLS

*Three Tools – Mind, Body, Voice;  
Transformation, Story Elements:  
Setting and Character;  
Ensemble: Collaboration and  
Cooperation; Habitats, Needs of  
Living Things*

Create a visual by putting a list of the drama tools with corresponding skills on the board.

|       |   |
|-------|---|
| Mind  | Concentration<br>Imagination<br>Collaboration |
| Body  | Transformation<br>Imitation                   |
| Voice | Transformation<br>Imitation                   |

1. There are many activities and lessons in One Stop Drama Shop to assist you in going deeper with each of these key vocabulary words. Keep note of which skills need attention and then download materials to assist you in strengthening student abilities.



*Some solo object ideas: cactus, tumble weed, berry bush, breeze, grasshopper, ant, bird*

3. Students sit and discuss how these items meet the needs of living things.
4. *Partner work:* Pair students and have them get into partner space. Have them transform into partner objects.

*Some partner object ideas: sun, ice berg, rain cloud, snake, shade tree, apple tree, cave, nest, worm.*

5. After a few rounds of objects, ask students to respond to the following statements.
  - Raise your hand if either you or your partner forgot and bossed with the body.
  - Raise your hand if either you or your partner forgot and talked. (If many of them forgot, give them more objects to do until you only have one or two people who forgot.)
6. *Small group work:* Put partners with two other couples to make teams of 5-6. Give students habitats to make. Ask them to add items to their habitat that would fit the category of a need.

*Some small group habitats: rainforest, a swamp, a desert, the South Pole, coral reef, someone's house.*

7. Remind students they are doing *BJ's Journey* which they practiced the day before. Ask all of the BJ's from the day before to raise their hands. Ask that they please allow someone else to be B.J. today. Give the groups a fair way to determine who will be B.J. on this day. Let them know that you, again, will be playing the narrator and Ms. Lynn, BJ's teacher.
8. Tell the chosen story. Stop and repeat the name of the setting/habitat that you want the teams to create and give them a moment to transform. The character(s) will move through the settings as indicated by the story. Remind the teams to add something to their habitat that would take care of the needs of

**Keep up the pace, name objects quickly using short pauses.**

**Always have students sit and focus their attention on you when giving notes, feedback, additional instructions, or modeling a skill.**



creatures that live there (both animal and plant). Encourage them to use their whole body to transform; and not to talk or boss teammates.

9. Throughout the telling, side coach teams to think of habitat ideas to add to the setting.
10. At the conclusion of the story, teams sit to select one of the habitats they would like to show from the story. Now they have time to discuss what the habitat provides the creatures (animal and plant) that live there.
11. Groups share and explain their habitat and how it provides for living things.

**SOME SAMPLE QUESTIONS  
YOU MIGHT ASK**

**DEBRIEF AND LEARN**

- What is a setting? A habitat?
- How does a habitat provide for the needs of living things?
- How did you use your body today to show the setting and the habitat? Did your body have to change shape, level? Other?
- Who in your group added an interesting necessary item to the habitat that you didn't think of?
- How did we use imagination today? Transformation? Collaboration?
- How did we collaborate today? Who can name someone in their group who collaborated well? Cooperated well? Why?

**LOOK FOR THESE THINGS!**

**ASSESSING STUDENT ACHIEVEMENT**

- Use a rubric to score concentration, use of the body, and cooperation skills.
- Give students a piece of text describing a habitat. In groups, have them underline the mention of items in the habitat that satisfy a need. Teams plan and create the habitat/setting using their bodies.



## B.J.'s Journey

B.J. was always getting a drink of water from the drinking **faucet** at the back of the classroom. She would open the **cabinet** beneath the sink, stand on the shelf, lean over and drink a long cool drink. Her teacher, Ms. Lynn, would call out, “B.J., one day you are going to get sucked right down that drain.” But B.J. would only laugh and go on drinking.

One day it happened. B.J. was getting a drink at the faucet. Suddenly, there was a great sucking noise as B.J.’s head, shoulders, then hips disappeared down the drain. Her toes were last seen kicking wildly in the air before she vanished from sight.

Down, down, through a **long round pipe** she was carried along with all the water for a great distance. Then she was dumped out onto a **sandy desert**. She was surrounded by a great **cactus forest**. The sun was high and fierce in the sky. She wandered among the **cacti**. A **lizard** and **snake** played in the **hot sun**, but she was not amused. **Tumble weeds** flew by her and **large rocks** provided shade. Thirst overcame her; she longed for the faucet back at school. In the distance, she was sure she saw the sink from her classroom with the cabinet underneath. She ran towards it.

The sink was a **mirage** and disappeared but in trying to reach it she found an **oasis**. There were **trees and grass** growing all around. A **buzzard** flew overhead watching her and landed in a tree, never taking his eyes off of her. She stared back at the buzzard, daring him to get



her. Suddenly she heard the sound of dripping water and was guided to a small **well** crudely made with **piled up stones**. Sitting near the well was a large **bucket** with a **long rope** attached. She wrapped the rope firmly around a **tree** and lowered the bucket down into the deep well. She leaned **way over** to see what was happening, and she fell head first down, down, down into the well. There was no bottom to this well. Over and over she tumbled. Why, she fell through a great hole in the middle of the **planet earth**. Right through the center of the **earth** she tumbled.

When she came out on the other side she found herself lying on **cold white drifts of ice**. She had landed in the **South Pole**. All around were drifts of snow and **tall icy glaciers**. She had no coat and began to shiver. She saw **penguins** sliding down **hills of ice** as an **Orca** tried his best to catch them. She needed to find shelter soon or she would certainly freeze. She carefully picked her way over the ice and around the **snowdrifts**. She built herself an **igloo** by carefully cutting blocks of ice. She finished just in time to keep from freezing. She crawled inside the igloo and **built a fire**. The warm blaze started to melt the snow. She didn't know what to do. Then, without warning, the ice began to move. The igloo melted faster and the air seemed to be getting warmer. B.J. hung on as she watched her igloo melt away.

When the snow had melted almost all the way, B.J. noticed she was not on an iceberg but on the back of a whale. Why, she was riding on a **humpback whale** who was heading to the warm waters of the Caribbean. She held on as tight as she could for the long wild ride. It looked like she and the whale would arrive safely until the whale got himself stuck on a



**coral reef.** Schools of fish nibbled on **the reef**, **sharks** swam near, and **sea anemones** waved their long fingers at her.

She climbed down off the poor creature's back and wondered how she could help. She spotted a **very large sea turtle** swimming on the reef. She pulled up some **strong seaweed** and wove a good sturdy rope. She whipped a lasso around a nice strong part of the whale, so as not to hurt it. And she secured the other end of the rope around her waist. She carefully climbed upon the sea turtle's back who then began to gently swim out to **open ocean.**

B.J. released the rope and hung on to the turtle, not knowing what to do next as now it was dark with a bright moon over head. The **moon** was guiding the turtle to the soft **sandy beach.** The Turtle was heading inland to make a nest and lay eggs in the sand. Once on the beach, B.J. hopped off and left the turtle alone to go find a drink. The ocean had been much too salty. Seeing nothing in the dark, B.J. lay down on the soft sand to take a short rest. She was soon asleep.

B. J. woke up and realized she was at the edge of a rainforest. It was hot and steamy. There was a **canopy of trees** overhead. **Monkeys** screeched as they swung from vine to vine. She saw trees filled with **coconuts** and some with **bananas**, but where could she find something to drink? She saw a brilliantly colored **butterfly** swoop past her and she began to follow. She had to part the **large leaves** that were as big as hub caps growing on the **tall plants.** She slapped at the **mosquitos** that bit her. She saw a very strange plant, a **Venus Fly Trap**, snap at and eat one of those mosquitos. A very large **long snake** flicked it's tongue at her but she refused to stop and stick her tongue out right back. Instead she kept following the



butterfly. All at once an even more colorful **bird** swooped down and gobbled up the butterfly. Now what was she to do. She felt lost and thirsty. She needed a place to rest. She found one is a small **rocky cave**. As she neared the cave she heard the sound of rushing water, it sounded like a **river**. But the river was far far below her because the cave sat atop a large canyon and the water was miles and miles below. So, she thought, I will get some sleep and shelter from the bugs in this cave and trek down to get water in the morning.

She felt safe in the cave. She moved to the back of the cave to get away from **a hissing cougar** outside. And there she spied the oddest thing: a **small door** with a handle. She wondered why it was here and who had built it. She was sure if she got down and crawled she could make her way through that door.

The door opened on the first try. A bright white light came through inviting B.J. to the other side. She crawled through. Why it was the door under the **drinking fountain** at school! B.J. was still thirsty. She stood up, then turned on the faucet to get a great big drink of water. Just then she heard the familiar voice of Ms. Lynn. “B.J. are you getting another drink of water? One day you’re going to get sucked right down that drain.”

B.J. jumped up and brushed herself off. She noticed the 24 pair of eyes that had turned to look at her at the **sink**.

“I know, Ms. Lynn,” gulped B.J. “I know. I know.” Then B.J. shrugged and went right on drinking

