

ROLE-PLAY Planning Template

Ms. Lily's Sea Turtle Lesson

Background: What is the content focus and what do students need to know?

Focus	Science: Animals and their Habitats Drama: Creative Investigation
Knowledge/Experience	Understand what a scientist is and does; Vocabulary: Investigation, observation, discovery Drama: cue for moving and freezing to start and stop action

Preparation: Who are the students and what will they pursue?

Situation	Dr. Hawksbill is looking for a team of Jr Marine Biologists to help her research green sea turtles to find out how they survive in their habitat.
Inquiry/Question	How do green sea turtles survive?
Students Characters	Junior marine Biologists
Teachers character	Lead Scientist - Marine Biologist "Dr. Hawksbill"
Mission/Purpose	The marine biologists will use observation, inquiry, and discussion to gain understanding of patterns, structure and function of animals that help them survive.

Introduction: How will you inform students of their role and the inquiry?

Introduction to students	I will be in character, as lead scientist (marine biologist) and introduce the mission. I will invite them to become characters to join my research team. In my introduction I will lay out the question for the day.
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	<i>I will have students close their eyes, I will count down from 5, when I get to zero, they open their eyes again and be in character.</i>
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Investigation: How will the students investigate the central question?

Drama Strategies: <i>Snapshot</i> <i>Pantomime</i> <i>Narrated Pantomime</i>	<i>Students will "become" the green sea turtle that the scientists are observing.</i> <i>Students will make frozen images of the turtle eating. (snapshot)</i> <i>Students will move like the green sea turtle eating (pantomime)</i> <i>Students will pantomime based on the cues I provide in my narration of a green sea turtle escaping its predator the shark. (Narrated Pantomime)</i>
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Discussion: How will students talk about the central question and present their ideas?

Conversation Style (In pairs, trios, small groups, As a whole group)	<i>Students will engage in large group, small group and pair discussion/conversation formats.</i>
Sharing (randomly answer question, pair/share and report, journal writing, drawing, reporting as a group, through drama)	<i>Students will share discoveries in pairs, agree on one piece of information, and report out to the class</i> <i>Science Log - Lead scientist gathers information of discoveries from each team of scientists.</i>

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Teachers character	
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