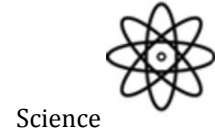
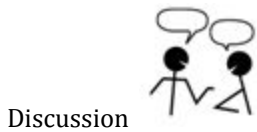


# Meeting-in-a-Box: Water Weight

*This meeting was created to accompany Geordie Productions' performance of "Water Weight." It is aimed at **Guides** and covers **various portions of their respective programs**. There are enough elements for about **3 hours'** worth of activities. You can pick and choose the ones you like or run more than one meeting with this theme.*



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# Learning Objectives

- Girls will further discuss and develop themes from *Water Weight* such as individual differences, self-esteem, perspective, body image, gender empowerment and the environment.
- Girls will explore the acting world, develop their acting skills and learn what it takes to have a career in theatre arts.
- Girls will practice communicating through the use of art.

# Learning Outcomes

- Girls will learn about water, where it comes from, and wildlife that lives near it.
- Girls will acquire knowledge about careers in theatre art.
- Girls will learn about plays and acting skills such as showing emotion and becoming a character.

# Supplies

- Colouring supplies (pencils, crayons, paper, etc.)
- Large white paper
- Imagination

## Activity 1: Differences



(15-20 minutes)

In groups make a list of unique qualities and qualities they have in common. Come back together and have the girls talk about what makes them unique. Do they like being unique in that way?

## Activity 2: Unique Perspectives



(20 minutes)

The characters from *Water Weight* turned into big and small versions of themselves. What do you think it would be like to be big or small. Have you seen another example of changing size (*Alice in Wonderland*). Would the perspective make a difference? How would you feel if you were a lot smaller than all your friends? How would you feel if you towered over everyone (even your parents)? Do you think people would treat you differently if you were a different size (would they be mean, nicer, would more people be your friend, etc.)?

In groups, make a skit displaying how you would feel being a different size than your friends and families.

## Activity 3: Water



(15-30 minutes)

In *Water Weight*, the characters go for a swim to cool off. Why is water important to us? Talk about some of the following:

- What are the main causes of water pollution?
- What is the source of water in your area? What is the water cycle?
- How would you improve the water supply in your community?

- How would you improve water quality in your community?
- Play the game “What lives by the water?” In teams, girls run/hop/skip/crab walk/etc. across the room to pick an animal or plant they think lives in or by the water. (See Appendix 1 for game)

Interpret those questions through group discussion, skits, arts and crafts, or a game

## Activity 4: Feeling Good

(10-15 minutes)

In patrols, give the girls one of the following words:

- Healthy Relationships
- Self Esteem
- Self-Conscious
- Body Image
- Gender Empowerment

Have them make a word cloud with what they know about the word. Are there any negative words in the clouds? Did the girls “miss” anything important. What do the other girls think of the clouds? Regroup and have each girl make their own cloud and decorate it.

## Activity 5: Acting 101

(15-30 minutes)

Have any of your girls acted before? What were they in/did they like it? What do you need to learn in order to be an actor? What are the different kinds of theatre (plays, musicals, comedies, tragedies, etc.) Do you know the names of any plays?

Have the girls write out characters, sports, actions, etc. and play charades.

## Activity 6: Acting 102



(15-30 minutes)

Play a round of improv. Have the girls write a word on a piece of paper and then take turns choosing a random piece of paper and talk about their word for 30 seconds.

## Activity 7: A Career?



(15-30 minutes)

Who works at a theatre? When you saw *Water Weight*, what kind of people were there? What about backstage, what kind of jobs are done there? Would you like to work in theatre one day?

In a circle, go around naming different jobs you'd find at a theatre (actor, stage manager, set designer, producer, director, makeup artist, ticket salesperson, costume designer, etc.). If the girls find it easy, have them try to remember what each previous girl said then name something new.

In groups, brainstorm what kind of education you'd need to work at a theatre. What skills would you need? Are there activities you could do now to start gaining experience if you wanted to work in theatre?

Create an advertisement for a class that teaches a theatre skill. Present it to your unit.

## Program Work Completed

\* Please note that the program doesn't necessarily match up exactly with the numbers indicated, but that the activities accomplish similar goals

	<b>Guide Program Work Completed</b>
<b>Differences</b>	
<b>Unique Perspectives</b>	
<b>Water</b>	Water Learn About our Environment #3 Plants and Animals
<b>Feeling Good</b>	Stay Fit and Healthy #5 High on Life #7
<b>Acting 101 &amp; Acting 102</b>	Career Awareness #7 Performing Arts #1,3 (if attend Water Weight) Discover Your Creativity #3,5 Build Skills in Communication #2
<b>A Career?</b>	Career Awareness #2 Discover Your Creativity #5 Discover What's Important to You #4

Meeting created by Emily Lillies in March 2017.

# Appendix 1: What Lives by the Water?

Print and cut out each square. Scatter at one end of the room for girls to collect

Cat	Goldfish	Water Lily	Otter
Frog	Alge	Great Blue Heron	Mosquito
Humans	Cattails	Seaweed	Beavers
Penguins	Arctic Fox	Garden Snake	Goat
Maple Tree	Iguana	Elephant	Bear
Dog	Kola Bear	Arrow Grass	Trout
Bee	Fly	Turtle	Rabbit
Squirrel	Panda	Raccoon	Rose Bush
Tadpole	Polar Bear	Seal	Flamingo
Water Snake	Salmon	Hummingbird	Ladybug