

# Meeting-in-a-Box: Water Weight

*This meeting was created to accompany Geordie Productions' performance of "Water Weight." It is aimed at **Sparks** and **Brownies** 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)

Trace the outline of a few girls on a big piece of paper. Divide the girls up and have them draw/write qualities they have in common with each other and qualities that are unique to them. Regroup and talk about what they drew/wrote. Do they like being unique?

## 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.)?

Play an active game. Call out animals, plants, people, etc. that vary in size and have the girls become those objects. Have the girls take turns being the leader and call out their own objects.

## 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:

- Where does water come from?
- What do we use water for?

- What is the water cycle?
- 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)

## Activity 4: Feeling Good



(10-15 minutes)

Talk about the following words/phrases:

- Healthy Relationships
- Good vs. bad friendships
- Loving yourself
- Girls can do anything

Make a poster highlighting important aspects of your discussion.

## 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?

Emotions are a big part of acting. Spread the girls around the room and have them wander about. Call out different emotions and have the girls act them out. Encourage them to engage with one another. And don't forget: BE DRAMATIC!

OR

Have the girls take turns acting out an emotion in front of the unit.

## Activity 6: Acting 102



(15-30 minutes)

Continuation of Acting 101

Becoming a character can be hard. What character do you already know? How would they act? What about an animal? How would they act? Why would you want to pretend how to be that animal. Act out either a character (must be something other girls would know) or an animal and have your unit guess what it is.

AND/OR

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

## 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?

Brainstorm different jobs you'd find at a theatre (actor, stage manager, makeup artist, set designer, producer, director, ticket salesperson, costume designer, etc.). What jobs do you think you'd be good at? Share with the group. What do you think would be hard about those jobs?

## 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>Sparks</b>	<b>Brownies</b>
<b>Differences</b>	Being Me: Who am I?	Key to Me #3AB
<b>Unique Perspectives</b>		I Can Be
<b>Water</b>	In My Community: Water & Clean Water	Key to the Living World #2F Saving Water
<b>Feeling Good</b>		Write On
<b>Acting 101 &amp; Acting 102</b>		I Can Be Artist at Work #3 (if attend Water Weight),4 Listen to This #3 (if attend Water Weight)
<b>A Career?</b>		Key to my Community: Jobs in the Community A

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