



Date	Class Level Fifth and Sixth Class	Subject Drama
Strand Drama to explore feelings, knowledge and ideas, leading to understanding		Strand Unit Exploring and making drama Co-operate and communicating in making drama
Title A Hermit Crab's Quest to find a New Home		
Objectives The aim of the lesson plan is for the children to extend playing in role and in character as well as develop the ability to accept and maintain a brief that has been decided on by the teacher. The children will develop the ability to co-operate and to communicate with others in helping to shape the drama. The activities will enable students to become familiar with the seashore habitat and seashore species. The lesson plan can also be used to help children become aware of litter issues on the seashore.		
Skills required Communicating, Co-operating, Questioning and Recording		
<p>Learning Objectives:</p> <p>The child will be enabled to:</p> <p>Work in groups to effectively communicate information, within the short drama, about their seashore animal.</p> <p>Effectively describe the appearance, habitat and behaviour of the seashore animal (e.g. where it lives, what it eats, how it survives etc) their group has researched through the performance of the short drama.</p> <p>Develop an increasing awareness of seashore animals that are found in their locality through performing and watching the drama.</p> <p>Optional - Highlight litter problems on the seashore and how it can affect the animals.</p>	<p>Learning activities:</p> <p>Teacher directed approach</p> <p>The teacher and the children will create a brainstorming list together on the whiteboard of the different animals that they might encounter while at the seashore – leading to a discussion about the hermit crab.</p> <p>The teacher will tell the class an anecdote about the hermit crab - see the Teachers Notes to develop your own anecdote. Use images of hermit crabs using unusual “homes” to live in to add to your story. Alternatively, students may like to search online for unusual hermit crab shell homes.</p> <p>The teacher and students will discuss some of the litter issues that affect beaches, animals and their habitats on the seashore and in the ocean.</p> <p>Finally the story should involve the quest of the hermit crab to find a new comfortable and suitable home to live in.</p>	



Preparation for the drama

The teacher will divide the class into groups.

Each group will receive an envelope containing flash cards including

- the location on the seashore (splash zone, upper shore, middle shore, lower shore, subtidal)
- Names of 2 animals the Hermit Crab will encounter on the seashore
- 3 - 4 new words vocabulary.

Once the children have read through their information, the teacher will ask each group to hold up the card with the location their animal is at on the Seashore.

The teacher will ask the children to describe this location and habitat. The students may like to use a mind-mapping exercise using the following prompt questions:

- What part / zone of the seashore is on your card – what does it look like?
- Is it covered by the water all of the time or part of the time?
- Are there grass, sand, rocks, seaweed found on their location etc?
- What types of other animals live in this seashore zone?
- Are the other animals that live in that zone a threat to the hermit crab?
- Are there any other issues that hermit crab might encounter (human litter etc)
- Is the hermit crab likely to find a new shell in that zone/part of the shore?

The teacher will instruct the class that they are to write a script / story / poem / news report / song etc about the hermit crab looking for a new home. Teachers can choose the genre of writing that is currently being studied with the class or mix up the genres for each group.

Groups should be encouraged to include



the location, the animals and the new vocabulary that they received in their envelope in their writing.

Performing the drama

The teacher should give children props to go with the animals that have been assigned to their groups.

The teacher or a child from each group will adopt the role of the Hermit Crab. A prop should be used here for a Hermit Crab.

Each group will perform their drama and make a decision on what the Hermit Crab should live in or where he might find a suitable home in another area on the seashore.

Optional: The children should also include a message about marine environmental awareness and care on the seashore.

Talk and Discussion

The teacher and the children will engage in a class discussion based on the seashore animals that the Hermit crab encountered.

The teacher will ask the class questions that will get them comparing and contrasting the different habitats of the seashore.

Resources

- Teachers notes – see below
- Google images and video clips of hermit crabs and unusual homes / hermit crabs switching homes / hermit crabs in glass bottles
- Props (such as hats, shells, buckets, fans, umbrella, feathers, fairy wings)
- Paper
- Envelops
- Pictures of seashore animals/ plants – see below



	<ul style="list-style-type: none">• Flashcards of new vocabulary and locations on the seashore– see below
<p>Differentiation</p> <p>Teacher questioning – The teacher will ask the children higher and lower order questions depending on their abilities.</p> <p>Mixed-ability groupings - The teacher will ensure that the groups are created so that they account for the individual needs of all children in the classroom.</p>	
<p>Assessment</p> <p>Teacher questioning – By asking questions throughout the lesson, the teacher will be able to assess what knowledge the class has gained.</p> <p>Teacher observation – The teacher will constantly observe the class while they are working so to assess if the class have grasped what is expected of them when they are performing their drama lesson.</p> <p>Performance of the drama – From the performance of the drama, the teacher will be able to see what knowledge the class has gained about marine animals.</p> <p>Teacher designed task – The teacher can collect the work the children have done so to assess their writing abilities</p>	
<p>Linkage and Integration</p> <p>Seashore safari – If a class has taken part in a seashore safari then this drama lesson plan would be an excellent way to consolidate the information that they learnt. This lesson can be explored even if a class have not gone to the seashore but they would need to research the animals beforehand.</p> <p>Science – The children will be learning about different seashore animals.</p> <p>Geography – Children will learn about the structure of the seashore.</p> <p>English writing – The children will write a script/poem/news report/story/song etc.</p> <p>English Oral language – Groups must effectively use their language so to stand up in front of the class and perform their work.</p>	













Teachers Notes:

- The common hermit crab has a long curved abdomen which is soft unlike its relatives the common crab.
- The hermit crab salvages empty gastropod seashells, carried by the hermit crab, into which its whole body can retract.
- Gastropod seashells include sea snails that have a single coiled shell such as a Periwinkle, Dogwhelk, and Topshells.
- Hermit crabs use the gastropod shells, hollow pieces of wood, and many other unusual objects that they can fit their abdomens into as protection for their soft abdomen. Some shells/ objects are more suitable than others. Google pictures of 'unusual hermit crab homes'.
- As the hermit crab grows in size, it is always on the lookout to find a larger shell and will abandon the previous one once it has outgrown it.
- Hermit crabs are known to battle over vacant shells. Some use "vacancy chains" to find new shells: when a new, bigger shell becomes available, hermit crabs gather around it and form a kind of queue from largest to smallest. When the largest crab moves into the new shell, the second biggest crab moves into the newly vacated shell, thereby making its previous shell available to the third crab, and so on.

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Pictures:

	 <p>Spiral Wrack</p>
 <p>Periwinkles</p>	 <p>Dogwhelk</p>
 <p>Limpet</p>	 <p>Gutweed</p>
 <p>Hermit Crab</p>	 <p>Hermit Crab</p>
 <p>Shore Crab</p>	 <p>Common Starfish</p>



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Flashcards

Jellyfish

Dogfish

Subtidal

Predator

Slimy

Consequently



Limpet

Common Shore Crab

Middle Shore

Habitat

Area

However



Mussel

Anemone

Lower Shore

Camouflage

Solid

Eventually



Butterfly

Bird

Splash Zone

Swooped

Gracefully

Suddenly



Rough Periwinkle

Sandhopper

Upper shore

Micro

Coiled

Including