Weather Dance

**Introduction:** Unless involved in a school play or seasonal performance, students with a dramatic flair rarely get a chance to perform for others at the elementary school level. By combining weather and creative dance, this activity gives all students a chance to become cooperative, active learners. Let the “thunderous” applause begin!

**Grade Level and Subject:** Fourth Grade Science, Theatre, and P.E.

**TEKS:**
- Science 3C, 6A
- Theatre 1B, 1C, 1D, 1F
- P.E. 1A, 1E, 1H, 3A, 3C, 3E

**Materials:** Students may develop a list of items depending on their creativity. In this lesson, they are responsible for any materials needed.

**Resource:** *Physical Education Methods for Classroom Teachers Human Kinetics* by Bonnie Pettifor. ISBN: 0-88011-842-3

**Activity:** The class will begin this activity with a discussion of the elements of weather. The teacher can choose a specific topic, such as a thunderstorm, or let the students decide which element of weather they would like to investigate further. After the teacher feels sufficient class time has been given to make the students feel knowledgeable about their weather topic, the students will be assigned to work in small groups of three to five students.

Each group of students will discuss the weather element that they have chosen or been assigned. They will decide which movements might communicate the characteristics of that element to the rest of the class. For example, if they are discussing the weather element of wind, they might want the rest of the students to run slowly while swaying to represent a gentle breeze. On the other hand, they might choose to represent a gale force wind, with the students running hard while their arms are pumping fiercely at their sides.

Once each group of students has a creative dance established to represent an element of the weather, they will demonstrate the dance for the rest of the students in the class. Those students will then perform the dance, too. The teacher might want to establish a predetermined time for each dance to last. This will help the students focus on making the dance clear, concise, and representative of the actual weather element.
Some examples of weather elements include:

- wind – breeze, gale force wind, gusts, steady winds, etc.
- rain – drizzle, steady rain, showers, pelting rain, etc.
- clouds – cumulonimbus, cirrus, stratus, cumulus, etc.
- lightning
- thunder
- hail
- blizzard

The teacher and students can modify the list to whichever weather elements interest them.

**Evaluation:** The teacher will want to instruct the students on whatever weather element they have chosen to represent. He or she can also decide if the activity will be graded and should be available for any assistance during this activity.