



A Shower of Silver

~ From rainbow ripples to healing wells

Our Mission Statement:

"Inspiring children and adults to find and express their unique voice through transformative, creative experiences."

Inspired from the words of Her Grace, The Duchess of Abercorn, and former Pushkin Patron, Seamus Heaney, Pushkin's 2021 – '22 theme around the element of water has begun to refresh, inspire, empower and heal.

Background: The Pushkin Trust and its ethos of the Pushkin Flower was founded by The Duchess of Abercorn. She was hugely passionate about the importance of each individual's Creative Core. In order to restore and preserve one's Creative Centre, a balance had to exist between one's Mind, Body, Emotions and Imagination.

This year's theme, 'A Shower of Silver', is inspired from Sacha's poem, 'Breakthrough' (from her 'Feather from the Firebird' collection, 2003). It was originally written to symbolise a film of light but we will use this to represent water this year and its power to refresh, inspire, empower and heal. 'Now becoming illumined from within, dancing with a spiralling energy.'

'Just as an acorn is set to become an Oak tree or an apple seed is set to become an apple tree which will grow from a seedling to a sapling to a fully flourishing tree - so there is a seed of that potential fullness of life within each child, one that needs careful nurturing and tending according to natural principles underpinned by love.' Sacha Abercorn, Birth right, Sourcing Voices. With balance, our imagination and creativity flows and bursts like a shower of silver threading our thoughts, our words and our actions. Positivity and energy flows, creating rainbow ripples that influence and touch others with contagious consciousness of its own.

Our authentic positivity and creativity can be helpful and healing, especially given our current circumstances of COVID-19, in getting through and coping with the many challenges of living, working and surviving a pandemic. The term 'healing wells' was inspired by former Pushkin Patron, Seamus Heaney's poem about a water diviner. *'I once wrote a poem about a water diviner, a man who can locate the hidden spring and release a hidden supply. I meant the diviner to be read as a figure of the poet or artist, somebody who can find his or her own way to realities and revelations. When, for example, Sacha divined the meaning for Ireland, north and south, in the life and work of Pushkin much human potential was released. His life revealed the value of story at an early age in the development of a creative person and the good energies released into the world by such an individual.'* Seamus Heaney, Former Pushkin Patron, Voices 2013. We hope that you thoroughly enjoy this pack that will help inspire you to create with freedom and the creative shower of silver, embracing the environment as you do so.



Objectives:

Writing:

- To explore descriptive language and poetic tools such as onomatopoeia, simile and metaphor, personification and rhyme around the theme of water
- To write a persuasive text using persuasive language, questioning and powerful language to persuade an audience
- To write from different perspectives
- To express self and emotions through words, language and tone of voice
- To perform the spoken word with confidence, together

Literacy:

- To listen to a story from another culture and become immersed in their perspective, beliefs and way of life
- To listen to each other as writers, commenting on what works well and why as well as inspiring each other with words and ideas

Eco/ Science:

- To heighten awareness of drought, flooding and clean water in the world around us
- To develop a respect and awareness for the precious resource that is water
- To be aware of global issues around the use of plastic and its devastating effect on our Oceans and river systems
- To revisit the water-cycle and the different states that water (H₂O) can take

Geography:

- To be able to identify places on a global map that indicate places that experience water shortage and drought or areas of natural disasters from tsunamis in the past.
- To be aware of the local river/ lake/ sea nearby and its journey from source to sea.

Music:

- To keep a rhythm with handmade rain-sticks and voice
- To create higher or lower sounds based on different lengths of instrument.

Art:

- To study pieces of art and recreate them using the mediums of paint, water colour, collage and junk modelling



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Healing Wells: Healing Tears Narrative description/ Creativity/ ICT/ Drama	Create a descriptive paragraph inspired by a video clip and book extract. Let the children's imagination's soar as they invent mythical creatures that heal with its tears and generate creative facts about it, David Attenborough style!	Pg 12
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A Shower of Silver: Poetry

Shower yourselves with words that capture the precious element of water

1. Warm-up

What does A Shower of Silver mean to you? Get ideas and write them on the board.

Ask: If a Shower of Silver had a pocket, what would be in there?

A vibrant rainbow bursting with inspiration

A notebook holding scribbles of beautiful things observed

An umbrella that shields from negativity

Silver polish to always keep it's droplets shiny...

Generate and make more ideas to create fun poems.

2. Shower with Silver!

The following activity could be set up as a carousel to gather words and ideas.

Find images of water in the Extra Resource Pack – discuss them as a class first.

Children choose their favourites. Can they explain why?

a. **Question: Where in the world do you see water?**

A waterfall, oceans, puddle, lake, rain, whirlpool, from a tap, plughole, storms, floods, tsunamis

Ice cube, icicle,

Steam, clouds, mist

b. **What colour can water be?** white froth, sea blue, cloud grey, reflective of many colours, crystal clear

c. **What movements can water create?** dance, cascade, fall, trip, tiptoe, meander, trickle, curls, twirls, swirls

d. **What sounds can water make?** Gurgle, splash, splosh, silence

(Please find these questions on pg25)



Part 2: In small groups with one/two images per group

Create Kennings about water: (Match a colour/noun associated with water to a verb) Use the words generated in Part 1. (Table template pg26)

Words associated with water (colour/ noun/ sound)	Verbs	Kenning: match them how you like! Life-bringer, thirst-taker, rainbow-maker, rain-dancer, wave-rider, adventure-seeker
crystal	splash	Crystal trickler Forest tiptoer Rainbow swirler
rainbow	swirl	
forest	trickle	

Make metaphors about water:

A window to another world, a glossy still mirror, a sly shapeshifter

Together as a class create: *Encourage the children to be brave to experiment. Tease more ideas out of the children to capture the wow ideas, past the ordinary.

Part 3: Poems (Model this as a class first).

Type up all of the ideas that the children generate or have them easily accessible hung on a line in the classroom or pinned to the wall. Ask children to play with the words that they are attracted to and match them with others to make short poems. This can be done individually or in groups. Children can add in their own words too if some spring to mind at the time!

NB: As children listen, ask them to share a positive comment based on what they heard. They should be encouraged to write down effective or powerful ideas and words in their writing journals. When feeding back, pick out two of the phrases they liked best from the other groups' work, identify them and comment on why they liked those phrases.



The Voice of Water: Performance Poetry and skill

Water can be a force to be reckoned with from floods, tsunamis, torrential rain and deadly currents. Capture the different voices of water in the poetry workshop and play with voice - different tones and volumes – to capture the true character of water.

[\(1\) BBC Winter Olympics 2014 Sochi \(Сочи\) Promo Trailer \(HD\) High Definition - YouTube](#)

Show the example of the BBC Winter Olympics advert, The Dreadful Menace. In their writing journals, children write down any words that they hear that

'I am the dreadful menace.
The one whose will is done.
The haunting chill upon your neck.
I am the conundrum.

I will summon armies.
Of wind and rain and snow.
I made the black cloud overhead.
The ice, like glass below.

Not you, nor any other.
Can fathom what is nigh.
I will tell you when to jump.
And I'll dictate how high.

The ones that came before you.
Stood strong and tall and brave.
But I stole those dreams away.
Those dreams could not be saved.

But now you stand before me.
Devoid of all dismay.
Could it be? Just maybe.
I'll let you have your day.'

Poet Unknown – written for the BBC *(Please find this poem in the Extra Resource Pack)*

Discuss: *What do you think this poem is about? (answer: winter)*

What language could you magpie in your journals to capture the essence of water? Are there any words that you are unsure of?

Questions for the children to generate ideas around: (a carousel of questions could be helpful here. Play the advert when you want the children to rotate to the next work station).

- *I am the... What else could water be called like the Dreadful Menace?*
- *What might water summon? (Mythical beasts? Storms? Fear?)*
- *What does water make?*
- *What might water steal?*



- *How might water make you feel? Describe and expand using a watery verb (Excitement crashes, adventure storms, fear suffocates, worry twirls)*

(Please find these questions on pg27)

Now share this with the children:

Beware

I am the crash within the ferocious sea

Wave-rider, adventure-seeker

I am the downpour of torrential rain

70% you, 100% me

I am the crystal beauty within a dewdrop

Life-giver, thirst-taker

I am the power within a warm tear

The chaos in the heart of a storm

I am the roar, I am the rip

I am, the silence

(Please find this poem in the Extra Resource Pack)

How would you read this using different tones and volumes of voice? Experiment giving a group one line.

Create!

Using the ideas generated from the first and second example, ask the children to build a poem that captures the voice of water.

Instructions:

1. Children write each expanded idea on a strip
2. Match and order ideas to build a poem
3. Read it out loud, does it flow?
4. Edit by taking words out, adding a further description in or by repeating a line
5. Read it, changing the voice to match the character of the water
6. Perform! (this could be done to a background of instrumental music)

Art opportunity:

Draw a Watery Warrior to depict the character in the poem.



Rainbow Ripples: Emotional Literacy

Like water, our feelings are contagious. They travel like ripples through our bodies and through each other. If you imagine a Shower of Silver as a rainbow shower, this could represent different emotions and feelings. We can describe these to explain how these ripple through our bodies and how they can pass on to others.

Identify the range of emotions (pg28). Then match them to the types of water they could be likened to from the previous task. To really generate lots of words, collectively think about the different emotions we feel and try to match them with verbs. This could be done in small groups or as a carousel. This could create a whole class poem and then individual ones.

Things to consider: Can you add some poetic tools such as alliteration, onomatopoeia, rhyme (not everywhere).

Feeling	Action (verbs)	Like a... (adjective noun)
Happiness	giggling	An amber sunrise
Sadness	sobbing	A deep, dark well
Anger	crashing	A raging tsunami
Confusion	twisting and turning	A tumbling whirlpool
Chill	meandering	A lazy river
Excited	cascading	A sparkling waterfall
Content	still	A silent lake
Worry	tangled up in knots	Swirling down a plughole

(Please find template on pg29)

To build the poem, you could take the feelings out and begin with a colour instead to create a rainbow ripple that shows each individuals true colours:



My Colours Ripple

Yellow is

An amber sunrise, giggling

A lazy river, meandering

Purple is

A tumbling whirlpool, twisting and turning

Swirling around and around, tangled up in knots

Blue is

A raging tsunami, crashing

An iceberg, refusing to budge

Midnight is

A deep, dark well, sobbing

A silent lake, still

Silver is

A brave waterfall, enchanting magic

Powerful, precious

I am all of these things

I am me.

(Please find this poem in the Extra Resource Pack)

**When this is performed, think about the tone and volume of voice used: soft; loud; shy; whisper. This can be used to add meaning and depth to the spoken words.*

Creative opportunity:

Ask the children to write this out creatively using the colours. A picture of each child's head could be put below the poem in black & white, with their eyes looking up to the poem.



Build a Shelter for Emotions: Healing Wells

Sometimes we need an umbrella or a shelter in the rain or something to comfort us with all of our emotions.

Activity:

Read 'A Shelter of Sadness' by Anne Booth to the class.

What different emotions do we feel? Make a note of these and use Resource to help identify feelings.

Now, as a group, decide what shelters the class will build for different emotions. E.g.

Question: Where would each emotion live, hide or play?

Emotion	Shelter	Expand (What's there?)
Sadness	Some darkness	Twinkle lights, flowers
Anger	Soft play	Monkey Bars, punch bag
Worry	A tall forest	Mythical beasts, shadows

Share this poem as an example:

Together

Together, let's build

A shelter for sadness made with

Flowers, twinkle lights and darkness to hide in.

Together, let's build

A soft-play for anger filled with

Punch bags, trampolines and high monkey bars.

Together, let's plant

A tall forest for worry

Creeping with mythical monsters, villains and heroes

Together, let's build

A bridge of hope shining with



Neon arrows, flashing forward

Believe. Wish. Imagine...

Together, let's build.

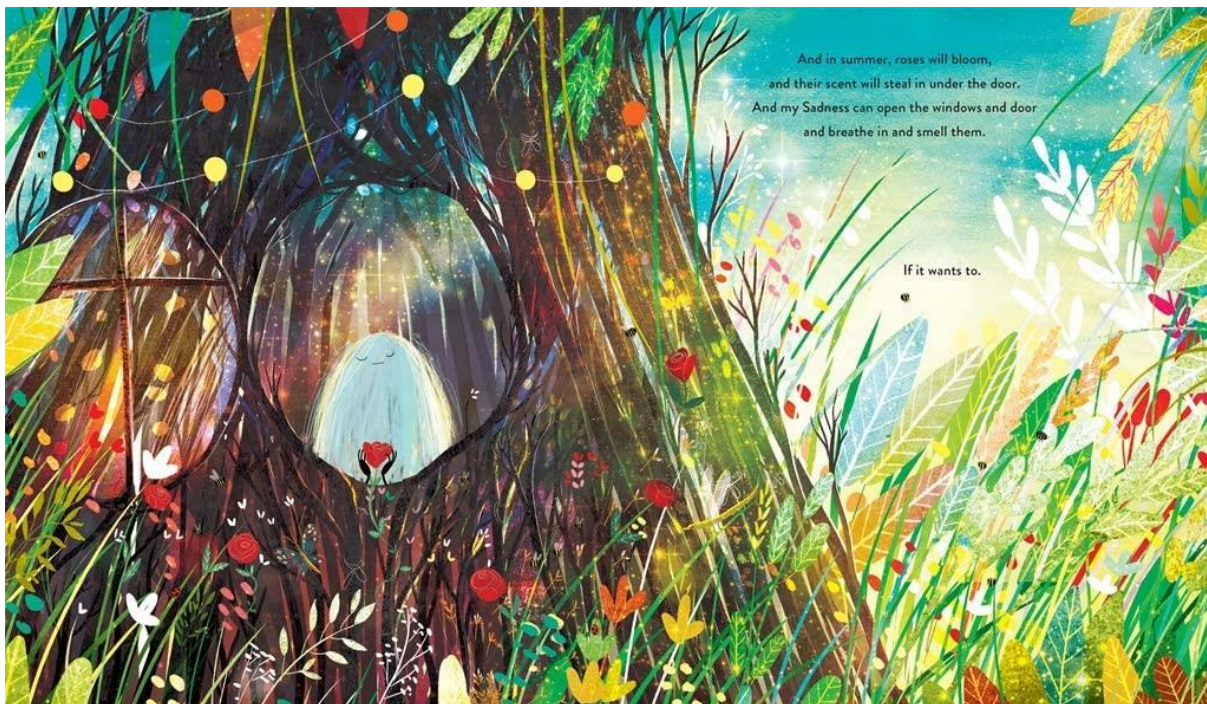
By Year 4, Edwards PS & M Young '21

(Please find this poem in the Extra Resource Pack)

Other ideas:

A city of happiness, A water-park of excitement, A cuddle of friendships, A melting pot of learning

Art/ Creativity:



Children choose an emotion and create their shelter for it based on their own creative ideas. They can draw, colour and add different mediums such as words from magazines or embellishments i.e. paper flowers, gems etc. Even better, make it outside!

Can they draw a character that represents the emotion too?



Healing Wells: Healing Tears

The legend of the Phoenix – healing tears

The Phoenix is a mythical firebird that has the magical ability to regenerate itself within the power of fire. [Phoenix - Description, History and Stories | Mythology.net](#) The symbol of hope and rebirth, the mythical creature also had tears that could heal wounds or bring life to something that had died.

Extract from Harry Potter:

'Harry gave his head a little shake and there was Fawkes, still resting his head on Harry's arm. A pearly patch of tears was shining all around the wound – except, there was no wound... Riddle was pointing Harry's wand at Fawkes; there was a bang like a gun and Fawkes took flight again in a whirl of gold and scarlet.

"Phoenix tears..." said Riddle quietly, staring at Harry's arm. "Of course... healing powers... I forgot..." Harry Potter and the Chamber of Secrets

Play this video clip:

[Harry Potter And The Chamber Of Secrets - Phoenix Tears \(Isolated Score Cover \) - YouTube](#)

Write: Create a piece of narrative to match the clip.

From the darkness, above the towering snake statues, glided the fire bird in a whirl of gold and scarlet...

Create: In mythology, the Phoenix had great healing powers. Individually or in teams, create a mythological creature that heals with its tears. (See Resource Sheet in pack)

- Draw it
- Name it
- Label its features (eyes, covering, wings, tail, claws)
- Powers?
- Where does it live?
- What does it eat?
- Legend has it that...

Be creative with these ideas and remember to expand them! Describe | Simile

Aqua Fang: Flying reptile

Eyes	Glow like frozen aqua gems
Covering	Scales that shone like moonlight on water
Tail	Knife-sharp icicles
Claws/ teeth	Diamond hard



Wings	Powerful, silver feathered
Lives	Antarctic cave
Eats	Fish
Power	Healing tears

(Please find a sheet for this in the Resource Pack)

Next, children go outside and try to make the creatures out of nature (twigs, leaves etc), coloured chinks and material. If this is not possible, draw or sculpt from a natural clay (they could be made on trees etc).

Children create a script describing the creature. Use the example below as a model to lean on. Children can work independently or in groups and can use part of the model text as a scaffold if they need it (phrases in bold).

Then, using an iPad, pretend to be David Attenborough and voice over the information about it that was created in the planning stage using the script below as an example.

***Hiding deep within** the icy caves of the Antarctic hides a rare flying reptile, Aqua Fang. Extremely unusual to see up close, **this reptile** is one of the most valuable and sought after beast in the world.*

Its eyes** glow almost white like frozen aqua gems. **It can be seen best** as it hunts for fish at night. **Its scales** shine, mimicking the moonlight on the water. As a result, it camouflages nicely into its surroundings. It kills unlucky prey with a knife sharp tail that resembles four icicle tentacles which are, in fact, made from thin silver strands. **If its prey is still alive, it uses its diamond-hard claws and teeth to do the rest before the fish is eaten whole. Then, it flies with a dignified song into the night to fulfil its important purpose.

*Despite its dangerous appearance, Aqua Fang **has the power of** healing. At the core of its heart is a centre full of care and compassion. It flies all night below starry skies with its supersonic hearing on full alert. **When it** hears a crying child (or adult), it drops a giant pearlescent teardrop around their house bringing positivity and an overwhelming feeling of comfort, taking away any feelings of sadness, hurt or uneasiness. **Once its job is done, this silent sky stalker soars across the moon, before hiding itself away again in its icy cave.***

Many wonder why it hides so far away in the depths of the Antarctic. Poachers are desperate to get their hands on its diamond claws and teeth and its silver tentacles. Just one of these would cost a small fortune because of their rarity.

*A beast and a beauty; **count yourself lucky if you ever encounter one.***

(Please find this text in the Extra Resource Pack)



Scaffold to lean on if you need it:

Hiding deep within,

This creature

Its eyes

It can be seen mostly at (night/ midnight/ dawn/ sunrise) doing...

Its scales

It uses its

Then

(Name) has the power of

When it (sees/ hears...)

Once its job is done, it

Count yourself lucky if you ever encounter one.



Whispers from the Water: Words, images and photography

Read the following poem by Robert Frost

Going for Water

Robert Frost - 1874-1963

The well was dry beside the door,
And so we went with pail and can
Across the fields behind the house
To seek the brook if still it ran;

Not loth to have excuse to go,
Because the autumn eve was fair
(Though chill), because the fields were ours,
And by the brook our woods were there.

We ran as if to meet the moon
That slowly dawned behind the trees,
The barren boughs without the leaves,
Without the birds, without the breeze.

But once within the wood, we paused
Like gnomes that hid us from the moon,
Ready to run to hiding new
With laughter when she found us soon.

Each laid on other a staying hand
To listen ere we dared to look,
And in the hush we joined to make
We heard, we knew we heard the brook.

A note as from a single place,
A slender tinkling fall that made
Now drops that floated on the pool
Like pearls, and now a silver blade.

(Please find this poem in the Extra Resource Pack)

Can you find the silver tones in this poem about water?

What nice words or tools did the poet use? Could you 'borrow' these in your writing or use a similar idea? Write them into your writing notebooks.



Your local area (*This project could link to the Monet Water Lillies task pg24)

Choose a local river, stream, lake or sea.

Map out the source and the journey of the local river and where it is going.

Based on pictures or a visit to the river/ lake or sea and take images of what they see using iPads.

Or

If this is not possible, go outside on a rainy day and take images of raindrops or the silver, *the beauty*, in the shower...

Catch words around these questions in small groups: *(please find questions on pg30)*

- What sounds do you hear?
- Describe what you see
- Describe the Lough/ river/ raindrop
- What else could it be? (a metaphor)
- What secrets might it keep?
- Do you have a memory of going to this place before? What did you do? How did you feel?

Next time:

When all of the thoughts and words have been gathered, display them in the classroom so everyone can see them clearly. Ask children to write ideas and words onto strips based on the answers to their discussions. Individually or in small groups, order their ideas into a poem.

ICT opportunity: Create poems as voices over the photographs taken. Words could also be animated on top.



Water Warriors: Including a Story from Another Culture

Read the story 'We are Water Protectors' by Carole Lindstrom

Or find it here:

[We Are Water Protectors by Carole Lindstrom READ ALOUD ~RING AROUND RONINA~ - YouTube](#)

Before opening, ask the children what they think the book is about and why.

As they listen, jot the words and ideas that they like in their journals.

Discuss:

What did you like about the story? Why?

What language was powerful to you? Why?

Did you notice a phrase that was repeated? Why do you think that is?

The black snake is a metaphor for the Dakota Access Pipeline (2016) that *destroys the land: spoil the water; poison plants and animals; wreck everything in its path. Its venom burns the land. Courses through the water, making it unfit to drink.*

Ask the children: What other threats around water can you think of on our planet? E.g.

Drought, Flooding, Dirty water, Tsunamis, Polar ice-caps melting

Task: In small groups, can the children make metaphors for other threats of water in our world?

Next:

The black snake destroys the land: spoil the water; poison plants and animals; wreck everything in its path. Its venom burns the land. Courses through the water, making it unfit to drink.

Once their metaphors have been chosen, can the children create a small description like the one above? These can then be put together to build a class poem highlighting how water is effected throughout our planet.

Finally, the phrase,

'We stand

with our songs



and our drums.

We are still here.'

Threads beautifully through the book. Can the children create a phrase capturing the voice of the people who this threat is effecting? This could be added throughout the class poem too.

Another poetry opportunity:

A Water Warrior...

Eco-fights around world-rights

We are armoured in...

Silver kindness and tough shields

Music & Art opportunity

[DIY: Rain Stick - The Imagination Tree](#)



Letter from a Raindrop: Precious Clean Water

Water is a precious resource for mankind. Without it, life cannot be sustained. As humans, our impact on Climate Change has had a direct impact on water scarcity and drought in certain areas on the globe. This project enables children to explore this global problem with Creative Writing and scientific opportunities to help explore the facts and to create imaginary inventions to solve the problem.

[Climate change](#) | [WaterAid UK](#)

*In countries like **Bangladesh**, **Ethiopia** and **Mozambique**, climate change is causing weather extremes, from prolonged droughts to flooding at different times of the year. That means people have to walk further to find water. Often the only water available is dirty, which makes people sick. Drought also means farmers' crops are more likely to fail and cattle risk dying, so they have less produce to sell and families have less food to eat.*

Discuss with the children what drought is. What countries suffer most from drought and the consequences of it. Show these places on a global map.

[Guide: What is drought and how does it happen? - CBBC Newsround](#)

One result of drought, climate change and poverty is that many communities around the world do not have clean water. This is something that we take for granted.

[Safe water for children - http://www.heartforkids.org](http://www.heartforkids.org)

[Water](#) | [The Crisis](#) | [WaterAid UK](#)

Flooding: Ask the children if flooding is common in Ireland and the UK? Discuss some recent news stories and show where these were based on a map.



Activity: Share this letter from a Water Droplet with the class (Please find this in the Resource Pack too)

Water Droplet

In the Sky

Cloud 9.5

Dear humans,

We need you! I write to you surrounded by shivers of sadness. The time has come for me to voice my fears so that you can TAKE ACTION on our behalf!

Although water droplets are plentiful in Ireland, this is not the case everywhere in the world. In countries such as Mozambique in Africa, there are very few water droplets to be found and this is having grave consequences on the people that live there and our population as a whole – we are becoming extinct in certain areas! There is a word for it – DROUGHT! As a result, a staggering 785 million people living in some of the world's poorest communities have no choice but to walk long distances to fetch and drink dirty water. This impacts their health, their education and their livelihoods. We are experiencing a global water crisis. Water is a human right and we're determined to make sure it's a normal part of daily life for **everyone, everywhere** but us water droplets need YOUR help!

Can you imagine your home without running water or a toilet? No scrubbing soapy water on your face in the morning, leaving the tap run as you brush your teeth or enjoying a lovely cup of cold, refreshing water? No warm bubble baths to play in or warm water to wash the dishes with? Can you imagine that? Cast your mind back to the summer. Do you remember the hose-pipe ban? Why was this? It was because the weather was so warm and dry, making us water droplets evaporate and reduce in numbers. How did you feel when you couldn't just leave the tap running or you could not use the hose to fill up the paddling pool? This ***luxury*** of plentiful, clean water is not worldwide.

Many families and towns struggle to get clean water in places around the world and this has a devastating effect on their health and how they live. Do you know what happens if you drink dirty water? Have a think. Sickness, blindness and dehydration are a few of the outcomes but there are many more.

As our climate changes, life is becoming even harder for people who already struggle to get clean water. Weather is becoming more extreme. More frequent and extreme flooding is polluting fragile water sources and longer droughts are drying up springs. People need a reliable supply of water that keeps pumping through flood, drought and natural disaster. That's where you come in: our best defence against the effects of **climate change** that cause water uncertainty is to use technology, tools and robust systems within local communities. **Responsibility.** You - we - all have a part to play in fighting water drought.



Water droplets are precious. We need to recruit an army of human Water Warriors who will help protect us and therefore yourselves as a human race (each made of 70% water yourselves by the way!). We need an army of Water Warriors to invent a machine that will help save water droplets when it rains (or indeed, even to make more) so these communities can survive and thrive like every other.

Will you stand united with us? Will you become a Water Warrior to fight for the good of the precious water droplet? Will you help preserve us to help your race survive?
I look forward to hearing your words of wisdom.

Sincerely,

The Water Droplet

(Please find this text in the Extra Resource Pack)

Opportunities to explore:

- Research the water shortage globally
- Hot seat the water droplet (drama, explanation and facts combined)
- Research technology creating clean water in these areas: [Technology](#) | [WaterAid UK](#)
- Reply to the letter with an action plan and an invention, explaining how it works.
- Write from the perspective of a child who lives in an area of water drought
- Create a debate: **Water is Precious, Save it!**

Science opportunity: To help with the invention process, it would be helpful for children to recap on the water cycle and think about the 3 states of water (steam/ liquid/ ice) to help them come up with ingenious ideas.



Tsunami: It's not *just* plastic

Another beast of nature related to the element of water is the Tsunami. It is the most giant Shower of Silver on our planet and is shrouded with fear and destruction.



Study Hokusai's Great Wave

A red volcanic cone on a dark blue sky, a breaking wave in a stormy sea — Katsushika Hokusai's vivid depictions of Mount Fuji have become iconic for Japanese art. At seventy years of age, Hokusai began the work on Thirty-Six Views of Mount Fuji (*Fugaku sanjurokkei*), his masterpiece, in 1830. The woodblock print series actually consists of forty-six views of the mountain, the other scenes bearing Hokusai's new signature and being printed almost entirely in shades of Prussian blue.

Hokusai's *Great Wave* is very realistic and there is more to it than first meets the eye. It is not a tsunami as many might have thought. A recent study (J. M. Dudley, V. Sarano and F. Dias, *Notes Rec. R. Soc.* **67**, 159–164; 2013) suggests that it is a rogue wave — a very rare phenomenon caused by the combined effect of winds and ocean currents. Rogue waves occur spontaneously and are much larger than any other wave close by. By contrast, tsunamis refer to a massive water displacement propagating as a linear wave, and are created by a sudden movement of the ocean floor.

Draw it! [How to Draw and Paint Hokusai's The Great Wave - Free Art Lessons - YouTube](#)

I'm not just plastic I am...

Build the wave out of plastic bottles either on the playground or as a display to **show the dangers of plastic in our seas and on our beaches** – taking the beauty and the 'silver' from our oceans.

Each bottle or piece of plastic could be labelled with: **I'm not just plastic I am...**

a jellyfish to a sea turtle

a choker around my neck

a carpet of rubbish

a symbol of laziness

SAVE US!



Can the children think of alternatives to plastic? Discuss, get ideas.

Make posters for around the school to encourage the school community not to use plastic. Hold an assembly outside to speak to the children and persuade them as well as educating them on the grave consequences of plastic to our world.

Useful websites to explore

Plastic Pollution:

<https://www.kidsagainstplastic.co.uk/learn/>

<https://encounteredu.com/steam-activities/plastic-bin-weigh-in>

<https://www.natgeokids.com/uk/kids-club/cool-kids/general-kidsclub/plastic-pollution/>

BBC Blue Planet II <https://www.bbc.co.uk/>

Ducks Overboard a short video by Christiane Dorion

(<https://www.youtube.com/watch?v=fjxLIMF2Fq0>)

To generate ideas to repurpose and reuse plastic:

<https://www.countryliving.com/uk/create/craft/a19861275/how-torecycle-plastic-alternative-creative-ways/>



Monet, Water Lilies: Silver beauty on a lake



On a mild day, go outside to create art.

Children could use chalk, oil crayons tissue paper or ripped magazines (challenge) to recreate these images by Monet

They could swirl descriptive words around the drawings to capture the senses and feeling
e.g. warm air dances through the pink scent of summer

Copying Monet's style, children could draw an area outside within the school or an inspirational place nearby,



Resources: (Find most in the Extra Resource Pack)

A Shower of Silver questions for tables:

Where in the world do you see water and in what form?

What colour can water be?

What movements can water create?

What sounds can water make?



Creating Kennings:

Words associated with water (colour/ noun/ sound)	Verbs	Kenning: match them how you like! Life-bringer, thirst-taker, rainbow-maker, rain-dancer, wave-rider, adventure-seeker

*Print on A3 paper



The Voice of Water questions:

***I am the...* What else could water be called like the Dreadful Menace?**

What might water summon? (Mythical beasts? Storms? Fear?)

What does water make?

What might water steal?

How might water make you feel?

Describe and expand using a watery verb (Excitement crashes, adventure storms, fear suffocates, worry twirls).



Rainbow Ripples



Feeling Words List



STRONG	SAD	CONFUSION	HAPPY	ANGER	ENERGIZED
Sure	Depressed	Uncertain	Amused	Annoyed	Determined
Certain	Desperate	Upset	Delighted	Agitated	Inspired
Unique	Dejected	Doubtful	Glad	Fed up	Creative
Dynamic	Heavy	Uncertain	Pleased	Irritated	Healthy
Tenacious	Crushed	Indecisive	Charmed	Mad	Renewed
Hardy	Disgusted	Perplexed	Grateful	Critical	Vibrant
Secure	Upset	Embarrassed	Optimistic	Resentful	Strengthened
Empowered	Hateful	Hesitant	Content	Disgusted	Motivated
Ambitious	Sorrowful	Shy	Joyful	Outraged	Focused
Powerful	Mournful	Lost	Enthusiastic	Raging	Invigorated
Confident	Weepy	Unsure	Loving	Furious	Refreshed
Bold	Frustrated	Pessimistic	Marvelous	Livid	
Determined		Tense		Bitter	

HOW DO YOU FEEL?



Feeling	Action (verbs)	Like a... (adjective noun)
Happiness	giggling	An amber sunrise
Sadness	sobbing	A deep, dark well
Anger	crashing	A raging tsunami
Confusion	twisting and turning	A tumbling whirlpool
Chill	meandering	A lazy river
Excited	cascading	A sparkling waterfall
Content	still	A silent lake
Worry	tangled up in knots	Swirling down a plughole



Whispers from the Water

1. What sounds do you hear?
2. Describe what you see?
3. Describe the Lough/ river/ raindrop
4. What else could it be? (a metaphor)
5. What secrets might it keep?

