

General Lesson Adaptations, Considerations and/or Adjustments

Note: Think about how each lesson may affect students in your class, and make any of these adaptations that you feel necessary.

Physical

- Activities based around physical movement may need to be altered for specific classes.
- Students can complete all activities where they feel most comfortable. This may include sitting or standing.
- The learning environment may need to be considered or adapted for accessibility, specifically with regard to performing.
- When acting out characters, give students the freedom to choose characters they are comfortable performing as in front of the class.
- Assist groups to scaffold performances conducive to any students with mobility requirements, e.g. keeping storylines/performances stationary in the space.
- Allow students the opportunity to voice how they would like things to be altered if at all.

Vision

- Provide either optical magnifiers or large font versions of all resources.
- Teachers should be aware of using explicit and descriptive language in order to fill in visual gaps, e.g. using descriptive visuals or film resources.
- Be mindful of visual fatigue. Teachers can aim to regularly change between visual stimuli and activities that are not dependent on visual aids. Allow students regular breaks in visual activities to combat fatigue.
- Where possible create an inclusive learning environment, where braille and other aids such as tactile resources are incorporated into all aspects of the classroom environment.
- Utilise technology in lessons, such as voice-to-text apps.
- Give students options to group with another student for visual activities if needed.
- Teachers can intentionally verbalise students' names in the class in order to assist vision-impaired students to locate and identify other students during activities, and interact easily with their surroundings when performing.
- If students are sensitive to glare, teachers can alter the brightness on screens, or use black backgrounds with white writing.

Hearing

- Students can make use of 'Jazz Hands' instead of audible applause by shaking both of their open hands in the air.

- Students can be supported throughout the lesson by being able to read Blue Sky Community Services Language Support documents. These documents offer visual clarification for students in discussion based activities.
- Ensure closed captions are on videos and visuals. Teachers may need to check the accuracy of the closed captions to make sure the words match the dialogue in the video. Please find instructions here: [Closed Captions for Videos](#).
- Use visual aids wherever possible to assist students' comprehension of content and instructions. Please find visuals for lesson sections here: [Visuals for Lesson Sections](#).
- Teacher to have the students' attention before giving instructions and ensure they are clearly visible to students at all times.
- Teacher may need to repeat and rephrase when necessary by using normal clear speech.
- Pace lessons and instructions appropriately for switching their attention from visual to auditory functions.
- Be aware of environmental noise, teachers may need to close windows and doors during lessons.

Sensory

- Create appropriate spaces in the classroom that allow students a 'break' from constant environmental stimulants.
- Create a quiet area in the classroom where groups can plan activities or performances.
- If students are sensitive to loud noises, students can make use of 'Jazz Hands' instead of audible applause by shaking both of their open hands in the air.
- If the lesson activity uses noises such as sound effects or sensory techniques, ensure that the audience is warned before the performance and given the option to opt out.
- Teachers can prepare equipment such as noise-cancelling headphones to block out any noises deemed excessive by a student.
- Teachers may need to alter certain activities to minimise physical touch between students.
- Be aware of environmental noise, teachers may need to close windows and doors during lessons.
- Monitor the classroom for environment stimulants such as lights, buzzing, fans etc.

Non-verbal

- Encourage and scaffold performance activities to allow students to participate using their preferred means of communication.
- Allow students to use technology or devices to facilitate group work.
- In discussion-based activities, teachers can ask targeted closed questions (yes or no questions).
- Provide visuals for students to use when answering questions or communicating preferences.
- Teachers can provide students with the opportunity to choose a specific role in group performance, e.g. leader, director, scribe or organiser.
- Teachers can assist groups in scaffolding performances that incorporate non-verbal roles.

EAL/D

- Students can be supported throughout the lesson by being able to read Blue Sky Community Services Language Support documents. These documents offer visual clarification for students in discussion-based activities.
- Encourage and scaffold performance activities to allow students to participate using their preferred means of communication.
- Ensure closed captions are on videos and visuals. Teachers may need to check the accuracy of the closed captions to make sure the words match the dialogue in the video. Please find instructions here: [Closed Captions for Videos](#).
- Allow students to use technology or devices to facilitate group work.
- In discussion-based activities, teachers can ask targeted closed questions (yes or no questions).
- Provide visuals for students to use when answering questions or communicating preferences.
- Students can use technology to access language-based activities confidently such as Google Translate.
- Allow students to demonstrate their knowledge in a way they feel most comfortable, e.g. only to the teacher, using technology, recording themselves etc.
- Use visual aids wherever possible to assist students' comprehension of content and instructions. Please find visuals for lesson sections here: [Visuals for Lesson Sections](#).
- Consider the different approaches between cultures in relation to human interaction, e.g. eye contact etc.

Other

Performance refusal or avoidance:

- Performance refusal or avoidance among students can be addressed by allowing students alternative ways of performance, e.g. recording the performance, performing to a chosen audience or just for the teacher.
- Create general classroom 'rules' for the drama class in order to support all students to perform.
- Teachers can agree upon learning goals with students for them to reach by the end of the unit, e.g. 'I will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit'.
- Consider the different approaches between cultures in relation to human interaction to, e.g. eye contact, storytelling instead of questioning, performing gender roles etc.
- Teachers can use picture boards to clarify the content and order of the lesson for students.
- Utilise SLSOs in the classroom to explain whole lessons to students if needed.
- Give students freedom to choose and change characters in performances to suit them.