

Unit Name: Inclusive Learning Through Drama

Stage: 2

Lesson name: Friendship using Auslan

Duration: 60 minutes

Lesson Overview

Students will learn four basic Auslan words that help explore the theme of friendship. Students will create a performance, based on a scenario they have constructed in small groups. The aim is for students to create inclusive scenarios that account for different characters' preferences and needs.

Lesson Outcomes

A student will learn to:

- express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements
- consolidate interpretative and symbolic work in the drama forms of improvisation, movement, storytelling, and playbuilding
- devise drama using narrative or episodic sequences in collaboration with others
- interpret the meaning of their own drama and that of others.

A student will learn about:

- making decisions and asking questions which help to develop in-role depth and dramatic responses
- acting in and devising drama from the perspective of drama maker and audience
- appreciating drama by viewing others' performances.

Syllabus Outcomes	Teaching, Learning and Assessment
DRAMA Making DRAS2.1 Takes on and sustains roles in a variety of drama	TEACHING Warm-up: The Truth About Me 1. Teacher to set up markers in a circle on the floor - one per student (e.g. post-it note, tape, cone or chalk, to mark student positions).

forms to express meaning in a wide range of imagined situations.

DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.

Performing

DRAS2.3 Sequences the action of the drama to create meaning for an audience.

Appreciating

DRAS2.4 Responds to, and interprets drama experiences and performances.

2. Each student stands in a circle on top of a marker.
3. Teacher stands in the middle of the circle.
4. Teacher explains:
 - *As you notice, I do not have a spot.*
 - *The objective of the game will be for me to take one of your spots.*
 - *How I will do this is by saying something that is true about me.*
 - *I will say "My name is _____, and the truth about me is _____", e.g. "My name is Ellie and the truth about me is that my favourite colour is yellow."*
 - *If that fact is also true for you, you will move and find a new spot in the circle (similar to musical chairs).*
 - *One person will miss out on a spot in the circle.*
 - *Then the person who no longer has a spot will move to the middle of the circle and share a truth.*
 - *The goal of the game is to get multiple people to move, so you should share a fact with that in mind.*
5. *Before we begin:*
 - *How might we play safely?*
 - *Are there any other rules you think we should add to the game to ensure that everyone has fun?*
6. Play multiple rounds.
7. Gather in a standing circle to reflect.

Reflection:

- *How did this game make you feel?*
- *What did you notice about the group?*
- *What were statements that made a lot of people move?*
- *What were statements that made only a few people move?*
- *What was it like to be in the middle of the circle?*
- *How do you think we worked as a team?*
- *This game asked us to share something that was true about ourselves. Why is that important?*

LEARNING

Activity: Role Play

1. As a class, students learn the signs for: [School](#), [Friend](#), [Eat](#), [Play](#). Teacher to display the **Let's learn these words together** visual. Keep this visual on the board throughout the lesson for students to refer back to during their performance planning time.
2. Students are split into small groups (2 - 3 per group).

3. Each student is given a **Drama Character Card** to play the role of during their performance. The card will help to inspire the character they portray throughout their scenario.
4. Groups are given time to create a short (1-minute) performance that includes the above four signs.
5. Students may fill out the **Auslan Performance Planner** to help with planning their performance.
6. Each group's performance must include four key elements: School, Friends, Eating, and Playing.
7. Students can create any short scenario that includes the four key elements. Teacher may choose to provide **Possible Role Play Scenarios** for inspiration.
8. Whilst acting, students are to stay in the role of their 'Character Card' that they had picked.
9. Students are allowed to speak during their performance, but must try to incorporate the signs for: [School](#), [Friend](#), [Eat](#), [Play](#) instead of saying those four particular words.
10. Students present their scenario to the class.

Reflection:

- *Were all the scenarios we came up with positive?*
- *Do you think that any of the characters may have had their feelings hurt at any stage during the scenario? E.g. Was anyone left out of a game because their friends struggled to find ways to include them?*
- *Could that character have been a more considerate friend?*
- *Did all students want to play the same way or play the same games?*
- *What type of food was being eaten during their performance?*
- *Why did you choose that food?*

Discussion:

Does anyone know another way to say 'school', 'friend', 'eat' or 'play' in another language?

ASSESSMENT

No formal assessment has been provided for this activity.

<p>Adaptations, Considerations and/or Adjustments</p> <p>Note: Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p>Physical: Students can complete all activities where they feel most comfortable. This may include sitting or standing. The environment may need to be considered or adapted for accessibility.</p> <p>Vision: Warm-up game can be done in pairs, one student to link arms with another student and guide them to a marker on the floor. When learning signs, get another student to help with hand movements, by guiding their hand to create the sign.</p> <p>Hearing: Display lesson instructions on the board for clarification. Include clear and enlarged font. Teacher can write/type students' answers/discussion points on the board while the discussion is happening, for clarification. Provide the Lesson 4 - Language Support S2 for students to view throughout the lesson for clarification. Class may swap audible applause for 'Jazz Hands' - shaking both of their open hands in the air.</p> <p>Sensory: Create a space in the classroom that gives students a 'break' from constant environmental stimulants. Have a quiet area in which a group can plan their performances. If sensitive to loud noise, class may swap audible applause for 'Jazz Hands' - shaking both of their open hands in the air.</p> <p>Non-verbal: Students may participate in performance using their preferred means of communication. Support students' preferred ways of communication. Incorporate technology or devices in group work and ask targeted closed questions. Provide the option for a specific role in group performance, e.g. scribe or organiser. Assist groups in scaffolding performances that incorporate non-verbal characters.</p> <p>EAL/D: Provide the Lesson 4 - Language Support S2 for students to view throughout the lesson for clarification.</p> <p>Other: For performance refusal or avoidance, allow students alternative ways of performing or being involved, such as grouping students in pairs with someone they feel comfortable working with. Teachers can make goals with students to reach by the end of the unit, e.g. student will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit. When assessing, teacher to allow students with performance avoidance to perform in front of a select number of students, or to the teacher at an alternate time.</p>
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Resources

- [Let's learn these words together](#) - Blue Sky Community Services
- [Drama Character Cards](#) - Blue Sky Community Services
- [Auslan Performance Planner](#) - Blue Sky Community Services
- [Possible Role Play Scenarios](#) - Blue Sky Community Services

Resources for Adjustments (if applicable)

- [Lesson 4 - Language Support S2](#) - Blue Sky Community Services

Lesson Evaluation/Reflection

Yes

The lesson adequately addresses syllabus outcomes.

1

The lesson reflects the needs, interests and abilities of all students.

5

The lesson provides an opportunity for students to demonstrate what they know and can do.

5

The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.

☐

Additional comments and suggestions for improvement:

Let's learn these words together

school

friend

eat

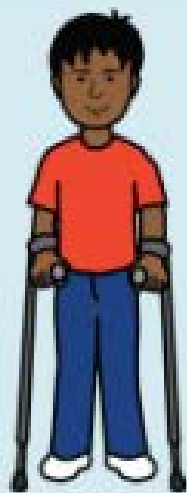
play.

Click on each word to learn how to sign it

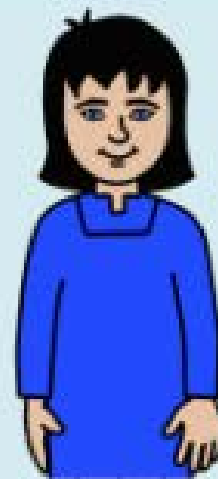




Character 1



Character 2



Character 3



Character 4



Character 5



Character 6



Character 7



Character 8



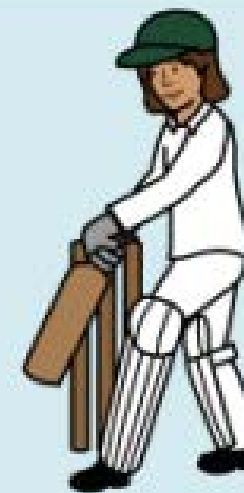
Character 9



Character 10



Character 11



Character 12



Character 13



Character 14



Character 15



Character 16



Character 17



Character 18



Character 19



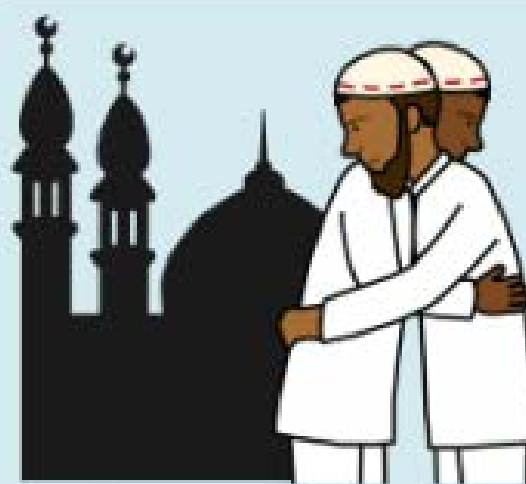
Character 20



Character 21



Character 22



Character 23



Character 24



Character 25



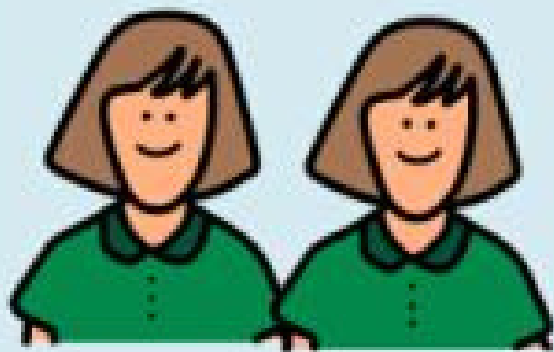
Character 26



Character 27



Character 28



Character 29
& 30



Character 31



Character 32



Character 33



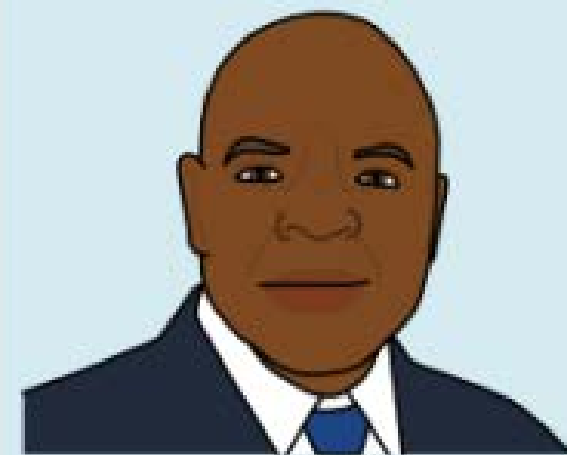
Character 34



Character 35



Character 36



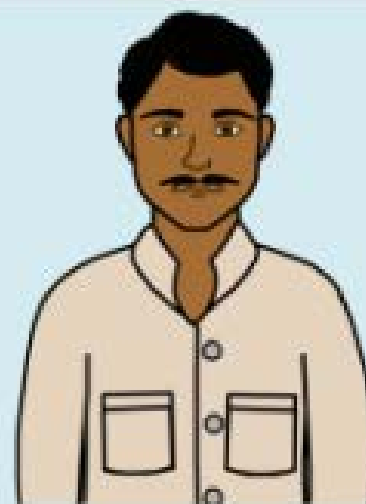
Character 37



Character 38



Character 39



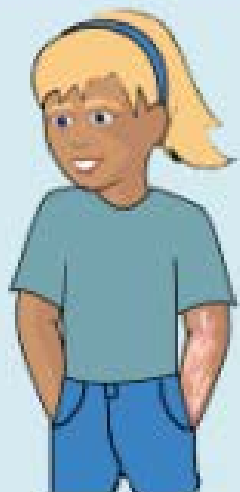
Character 40



Character 41



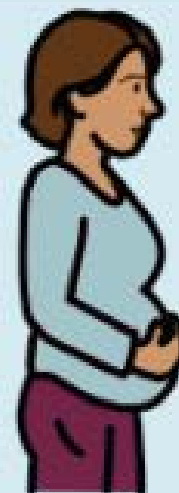
Character 42



Character 43



Character 44



Character 45



Character 46



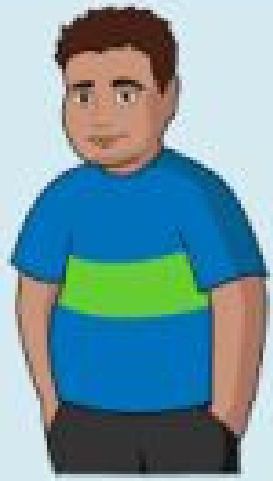
Character 47



Character 48



Character 49



Character 50

Performance Planner

Setting:

What is happening:

Incorporating the signs:

Dialogue:

Possible Role Play Scenarios

**Eating breakfast
before school**



**Making a new
friend**



**Playing at
lunchtime**



**Catching the
school bus home**



**Talking with your
friends in class**



**Your first day at
school**



Lesson: Friends With Auslan

Activity 1:

Warm up: The Truth About me

1. Stand in a circle, on top of a marker.
2. Teacher stands in the middle of the circle.
3. Teacher explains how to play the game:
 - *As you notice, I do not have a spot.*
 - *The objective of the game will be for me to take one of your spots.*
 - *How I will do that is by saying something that is true about me.*
 - *I will say "My name is _____,*
 - *and the truth about me is _____."*
 - *E.g "My name is Ellie and the truth about me is that my favourite colour is yellow."*
 - *If that is also true for you, you will move and find a new spot in the circle (similar to musical chairs).*
 - *One person will miss out on a spot in the circle.*
 - *Then that person that no longer has a spot will move to the middle of the circle and share a truth.*
 - *The goal of the game is to get multiple people to move, so you should share a fact with that in mind.*
4. *Before we begin,*
 - *How might we play safely?*
 - *Any other rules you think we should add to the game to ensure that everyone has fun?*

Activity 2:

Reflection

- *How did this game make you feel?*
- *What did you notice about the group?*
- *What were statements that made a lot of people move?*
- *What were statements that made only a few people move?*
- *What was it like to be in the middle of the circle?*
- *How do you think we worked as a team?*
- *This game asked us to share something that was true about ourselves. Why is that important?*

Activity 3:

Group Activity: Role Play

1. As a class, students learn the sign for:
[School](#), [Friend](#), [Eat](#), [Play](#)
Teacher to display the [Let's learn these words together](#) visual
2. Students are split into small groups (of 2 or 3).
3. Each student is given a [Drama Character Card](#) to play the role of.
4. Groups are given time to create a scenario that includes all of the above signs.
5. Students present their scenario to the class.

Activity 4:

Reflection

- *Were all the scenarios we came up with positive?*
- *Do you think that any of the characters may have felt hurt at any stage?*
- *Could that character have been a more considerate friend?*
- *Did all students want to play the same way or play the same games?*
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Discussion

- *Does anyone know another way to say school, friend, eat or play in another language?*