

Unit Name: Inclusive Learning Through Drama

Lesson name: In Character

Stage: Early Stage 1
Duration: 30-40 minutes

Lesson Overview

Students use dress-up items to explore activities and routines in their daily life by taking the role of another person/character in a given scenario.

Lesson Outcomes

A student will learn to:

- make drama by interacting with the teacher and others and by using their imagination to create roles and dramatic situations.
- communicate imagined situations through drama forms such as improvisation, movement, mime and storytelling.
- begin to respond to their own drama in terms of roles and space.
- participate in imaginative play by taking on basic roles, e.g. putting 'baby' to sleep or an adventurous expedition.
- communicate the depiction of real-life and fantasy situations in imagined dramatic contexts.
- organises space to engage in dramatic play, eg identifying the different areas of an imagined shop in their play.
- uses movement, objects and costumes to assist in portraying roles and situations in symbolic play, e.g. wearing a hat and pushing a moveable object as if it is a shopping trolley at a supermarket.

A student will learn about:

- sharing their drama with others.
- depicting everyday situations in dramatic contexts.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making</p>	<p>TEACHING</p> <p>Warm-up: Numbers Game</p> <p>This game can be played inside or outside. Teacher will need a whistle/bell.</p> <p>1. Teacher gives the students boundaries to move in.</p>

<p>DRAS3.1 Develops a range of in-depth and sustained roles.</p> <p>DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <p>Performing DRAS3.3 Devises, acts and rehearses drama for performance to an audience.</p> <p>Appreciating DRAS3.4 Responds critically to a range of drama works and performance styles.</p> <p>ENGLISH</p> <p>EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.</p> <p>EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.</p>	<ol style="list-style-type: none"> 2. Teacher directs the students to move in some way e.g. hopping, skipping, jumping etc within the boundary. 3. After 30 seconds, the teacher blows the whistle and calls out a number between 1-10. 4. The students stop moving and make groups of the number the teacher called out. If there are any students over, this will be discussed after the game. 5. Teacher selects a new action. 6. Students move using the new action for 30 seconds. 7. Teacher blows the whistle. 8. Students stop moving. 9. Teacher calls out a different number between 1-10. 10. Students move into groups of that number. 11. Teacher directs all students to sit on the floor. 12. Whole class discussion about the game <p>Reflective Questions:</p> <ul style="list-style-type: none"> - <i>Was everyone included in the game?</i> - <i>Did anyone miss out getting into a group?</i> - <i>How did it feel if you missed out on being included in the group?</i> <p>LEARNING</p> <p>Group Activity: In Character</p> <ol style="list-style-type: none"> 1. Teacher directs students to look at the ‘dress-up’ resources being provided, e.g. wigs, walking sticks, hats, scarves, clothes, eye patches, blindfolds. 2. Teacher brainstorms with the students what they think they might do with them. Display suggestions on chart paper or interactive whiteboard. 3. Teacher provides suggestions/ Scenario Cards for students to explore ‘in character’ in their given scenario. Option: Printer Friendly Scenario Cards 4. Teacher puts students into groups of 4 or 5. 5. Teacher allocates a scenario to each group. 6. Students have 10 minutes to explore their given scenario in character. Students are encouraged to use any dress-ups or props available. 7. Teacher observes, monitors, talks to students, records on a device as they are in their groups. <p>Class Activity: Reflection</p> <ol style="list-style-type: none"> 1. Students return dress-ups to the allocated area. 2. Students return to the floor, or space directed by the teacher. 3. Teacher displays photographs and videos of students completing the activity (if applicable).
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	<p>4. Teacher directs discussion as a whole class giving each group time to respond to the reflection question: Visual: What does it look like? Sound like? Feel like?</p> <ul style="list-style-type: none"> - <i>What did it look like to be 'someone else' - 'in character'?</i> - <i>What did it feel like to be 'someone else' - 'in character'?</i> - <i>What did it sound like to be 'someone else' - 'in character'?</i> <p>5. Teacher may choose to record responses on chart paper or the interactive whiteboard under the 3 elements of the question.</p> <p>Conclusion</p> <p>1. Teacher and/or students (if technology - iPads, laptops are available) access an appropriate story from the Inclusion and Diversity QR Code Books resource.</p> <p>Teacher note: if not able to access this resource and QR codes, select a different story to read showing inclusion. Examples:</p> <ul style="list-style-type: none"> • https://adayinourshoes.com/kids-books-inclusion/ • 10 children's books about inclusion • https://www.notimeforflashcards.com/2018/03/picture-books-promote-diversity-inclusion.html <p>ASSESSMENT</p> <p>Discussion</p> <p>Teacher Note: Differentiate any assessment to student's needs as required.</p> <ol style="list-style-type: none"> 1. Teacher asks each child as the lesson completes how they would include a child/family member (with a diverse need) in a particular scenario (e.g. skipping game in the playground/local park). 2. Alternatively, this activity could be done by the students drawing a picture showing inclusion of a child with a diverse needs in an 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: Student/s participate in the activity at desks if the floor is not accessible due to mobility.</p> <p>Vision: Ensure students are seated near the front of the room to view visuals/videos. If using visuals it may assist to increase the size of font or pictures.</p> <p>Hearing: Hearing impaired students may need support through further visuals, or headphones with sound turned up to a suitable level.</p> <p>Sensory: A student sensitive to noise may wish to use headphones. A student may not wish to be part of a group in an imaginative scenario. Encourage the student to choose a classmate to do the activity with. Playdough, construction material or a drawing could be options to 'performing'. Have a quiet space available for a student with hyper-sensitive sensory needs if required.</p>

	<p>A student sensitive to lack of routine, noise, having to share, working with other students may have their own self-regulating strategy to use e.g. a safe/quiet spot, a stress toy. Offer choices to ensure engagement/participation.</p> <p>Non-verbal: Teacher can refer to <i>Scenario Cards, Printer Friendly Scenario Cards</i> multiple times as needed.</p> <p>EAL/D: Teacher can refer to <i>Scenario Cards, Printer Friendly Scenario Cards</i> multiple times as needed. A device with the Google Translate app may assist with translation of scenarios.</p> <p>Other: Students who are not comfortable being 'in character' may be offered an alternative role in group e.g. narrator.</p>
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Resources

- [Diversity and Inclusion Pictures](#) - Blue Sky Community Services
- [Scenarios](#) - Blue Sky Community Services
- [Scenario Cards](#) - Blue Sky Community Services
- [Printer Friendly Scenario Cards](#) - Blue Sky Community Services
- [What does it look like?. Sound like? Feel like?](#) - Blue Sky Community Services
- Book Resources:
 1. [25 Amazing Inclusion Books for Kids • A Day In Our Shoes](#) - A Day In Our Shoes by Lisa Lightner
 2. [10 children's books about inclusion](#) - All Belong Centre for Inclusive Education
 3. [Picture Books that Promote Diversity and Inclusion](#) - No Time For Flashcards
- [Inclusion and Diversity QR Code Books](#) - Blue Sky Community Services

Resources for Adjustments (if applicable)

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Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>

The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input type="checkbox"/>
The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	

DIVERSITY AND INCLUSION VISUALS



EARLY STAGE 1 SCENARIO OPTIONS



Party



Shopping



Beach



Fishing



School



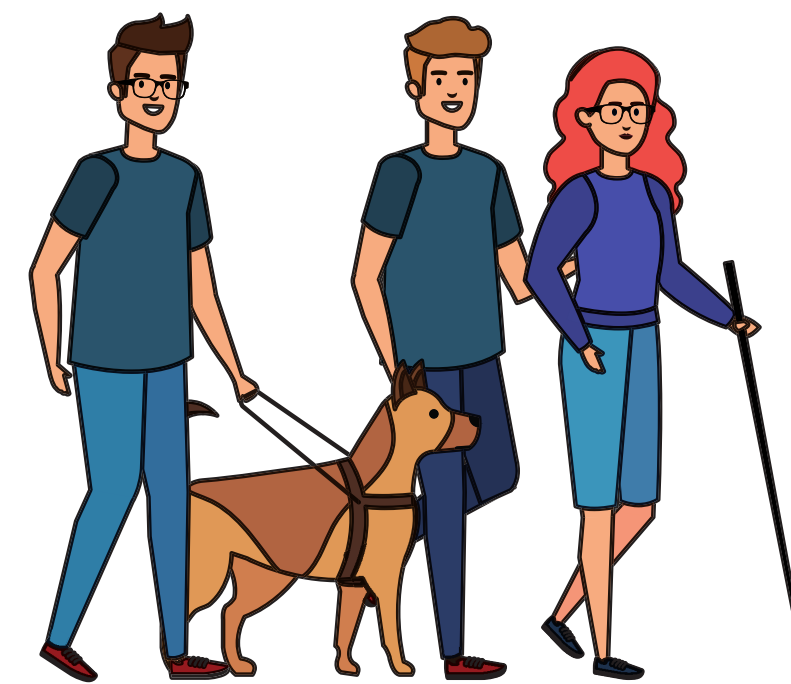
Dancing



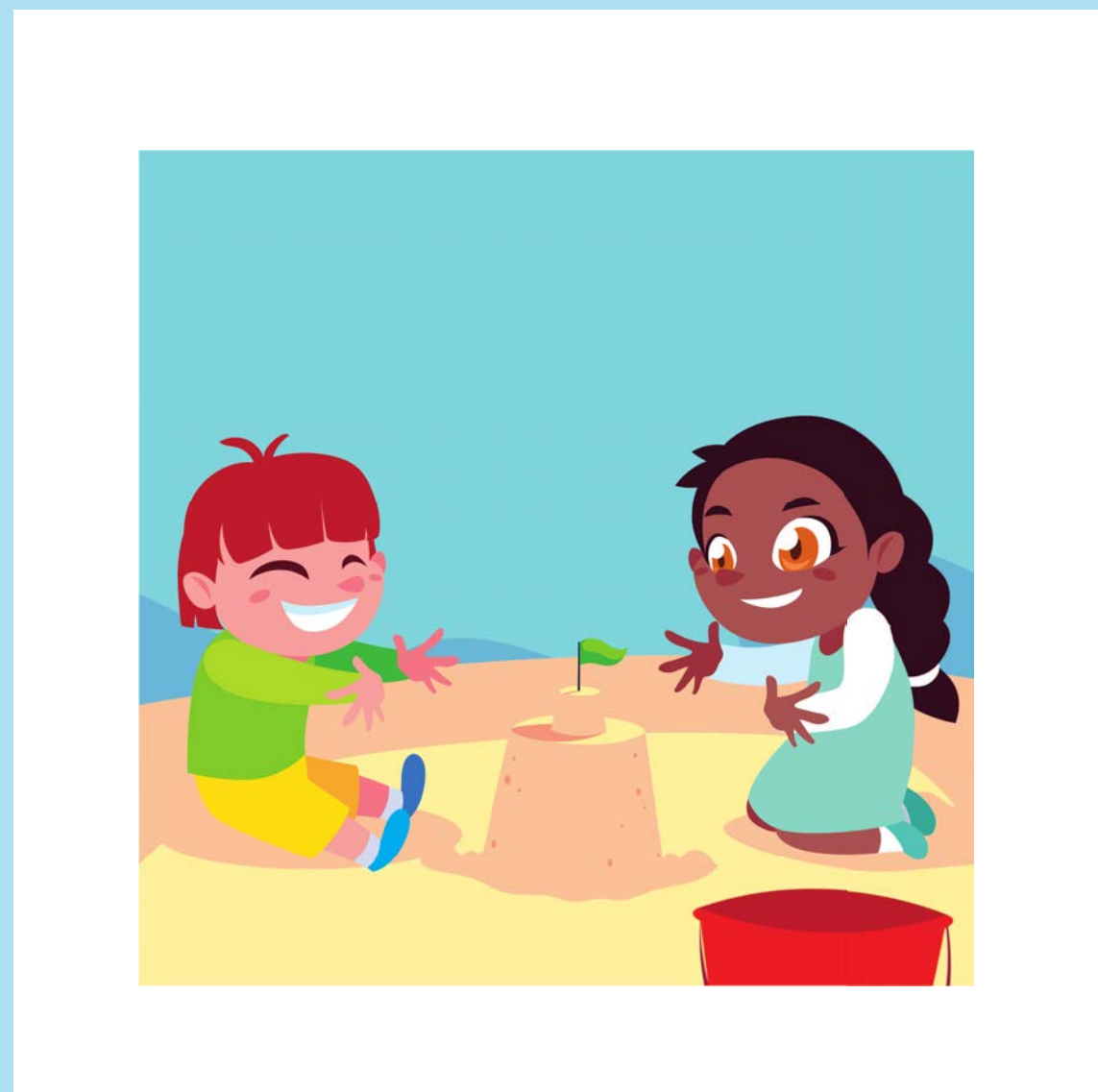
PARTY



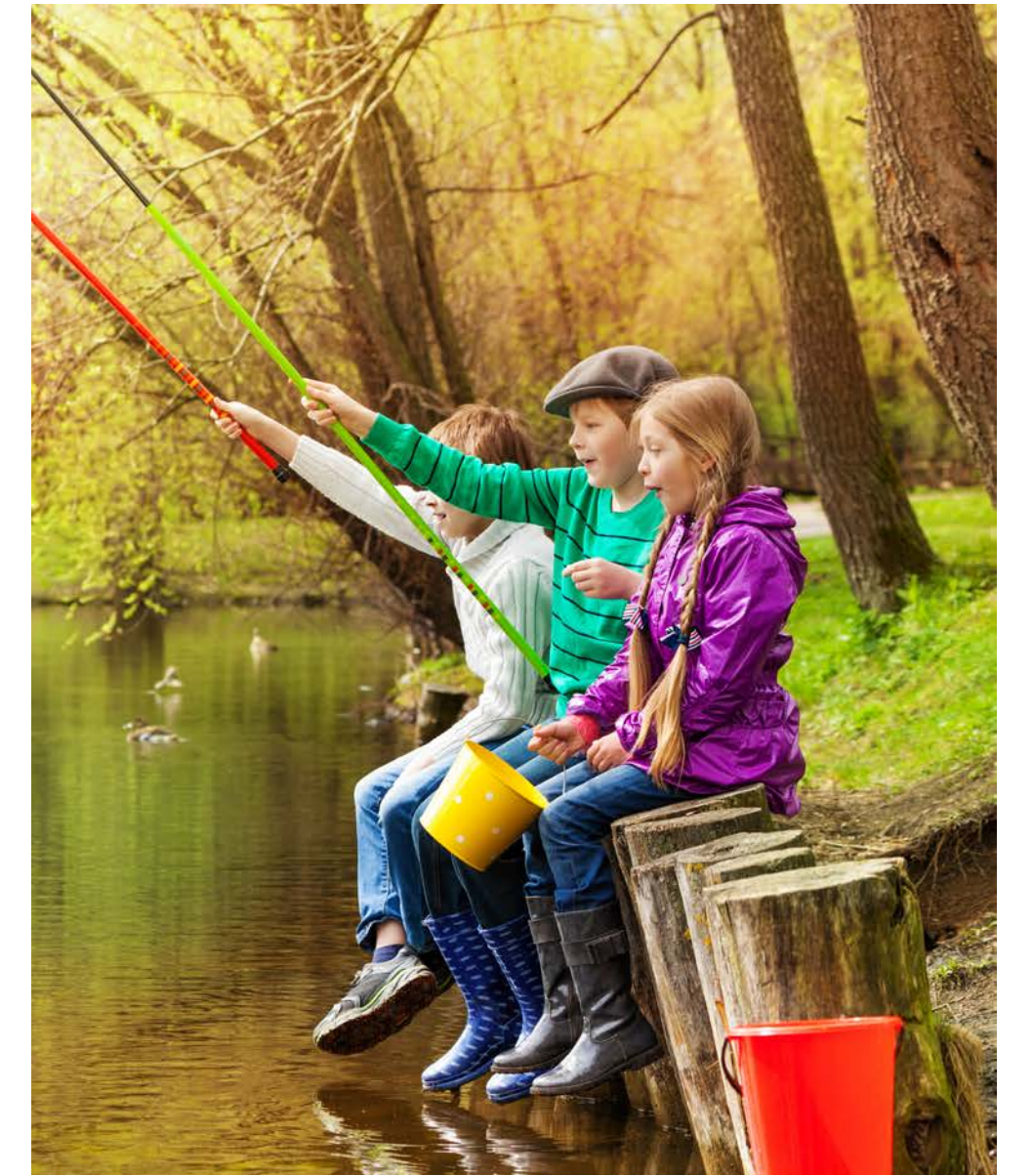
SHOPPING



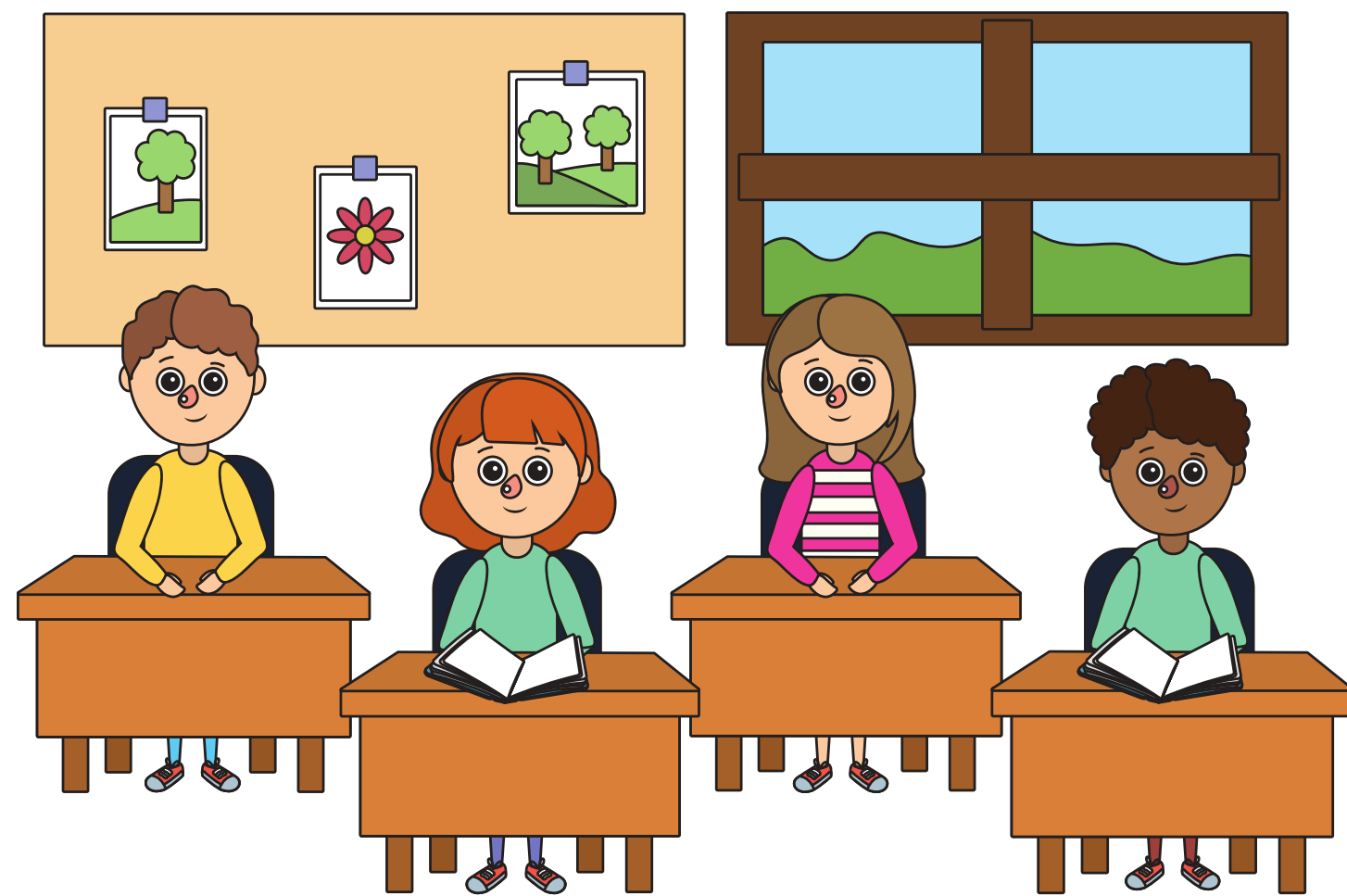
AT THE BEACH



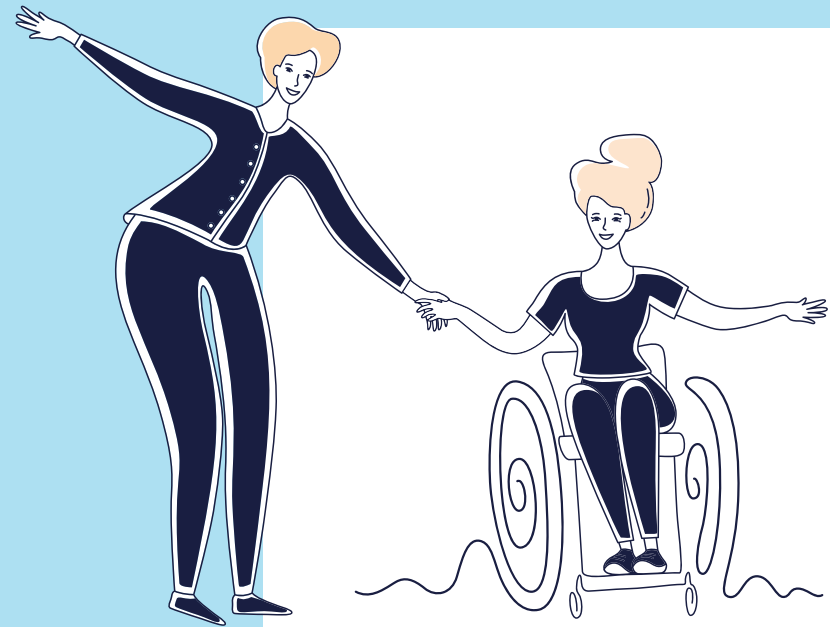
FISHING WITH FRIENDS



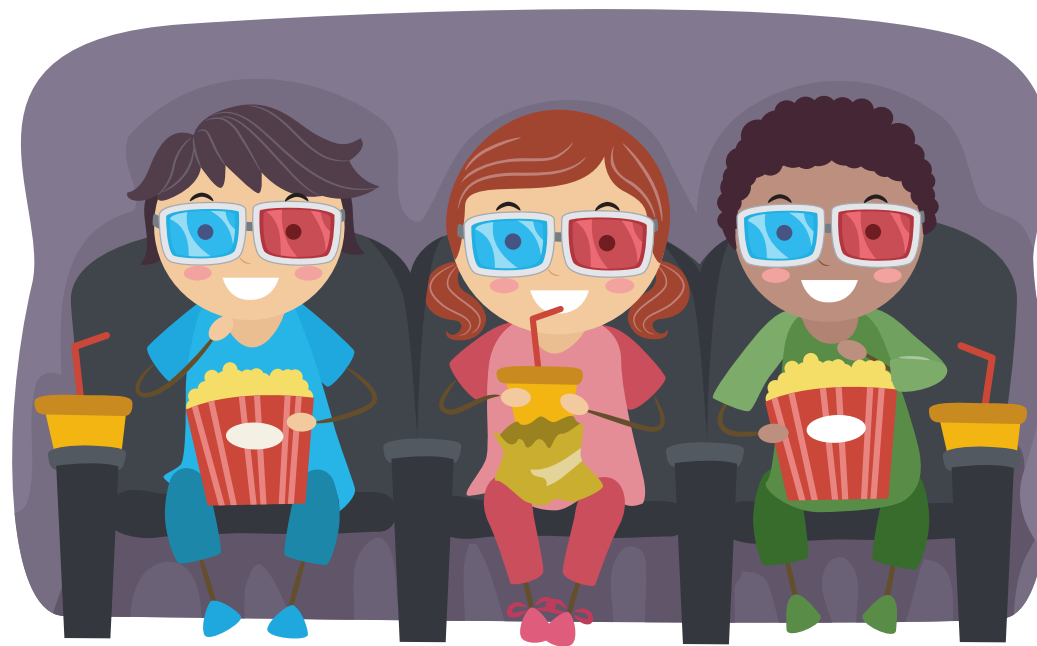
AT SCHOOL



DANCING



WATCHING MOVIES



RIDING A BIKE



PLAYING SOCCER



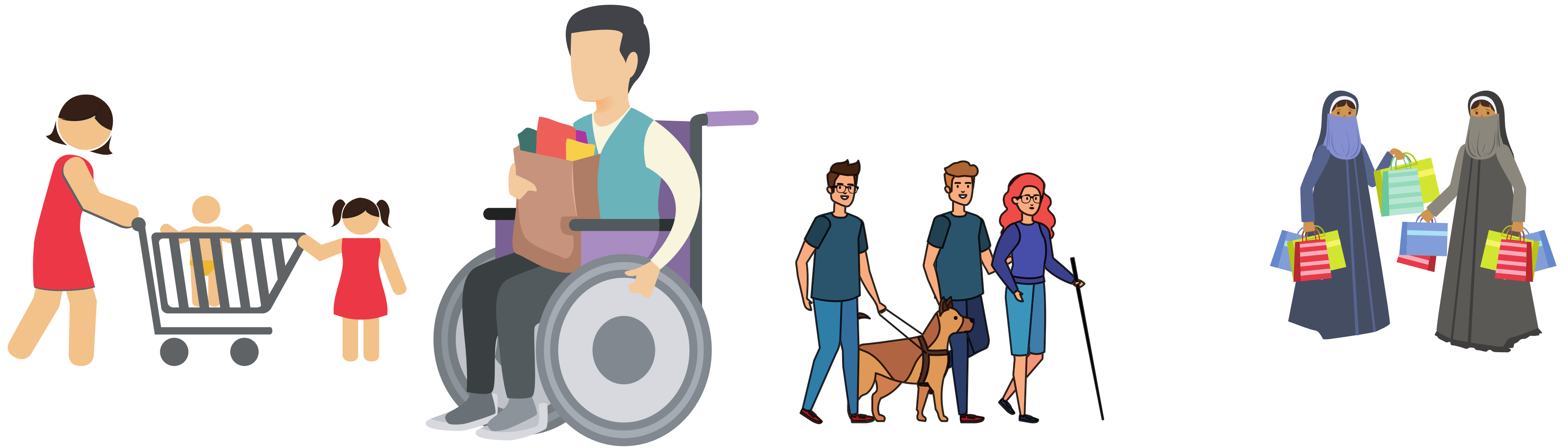
GAMES WITH FRIENDS



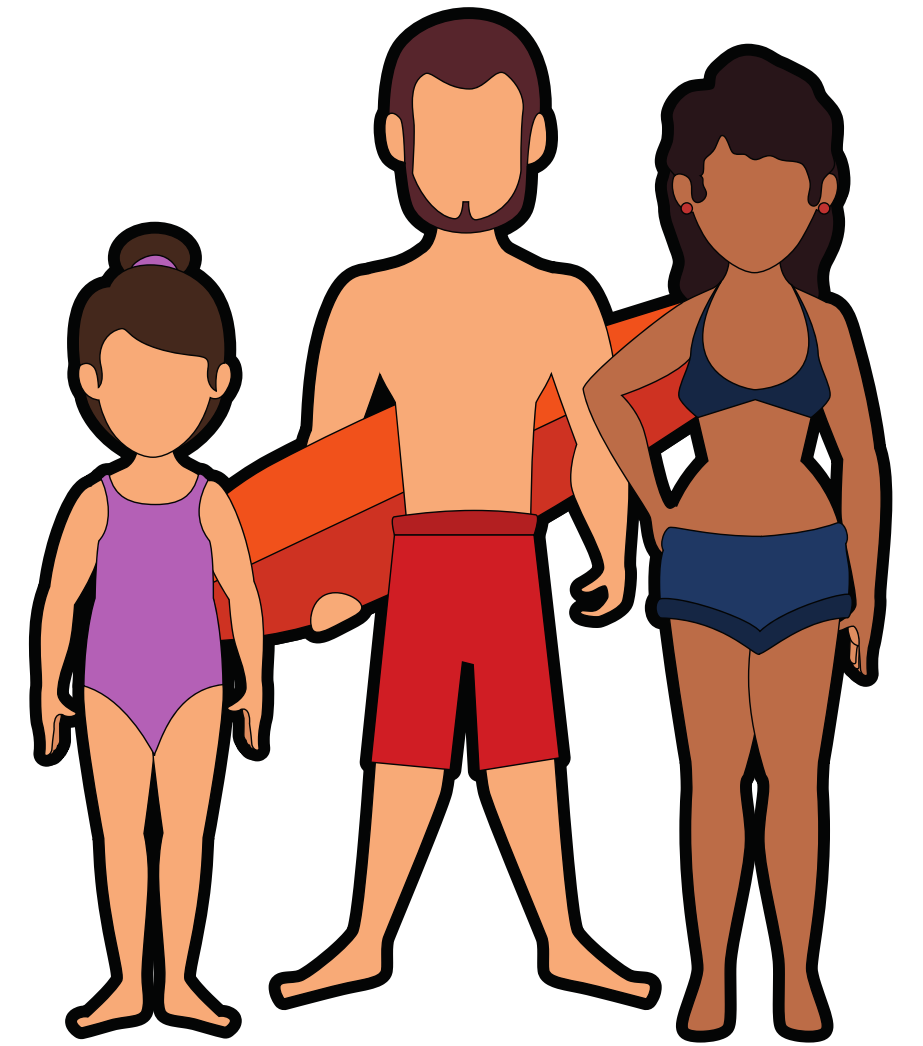
PARTY



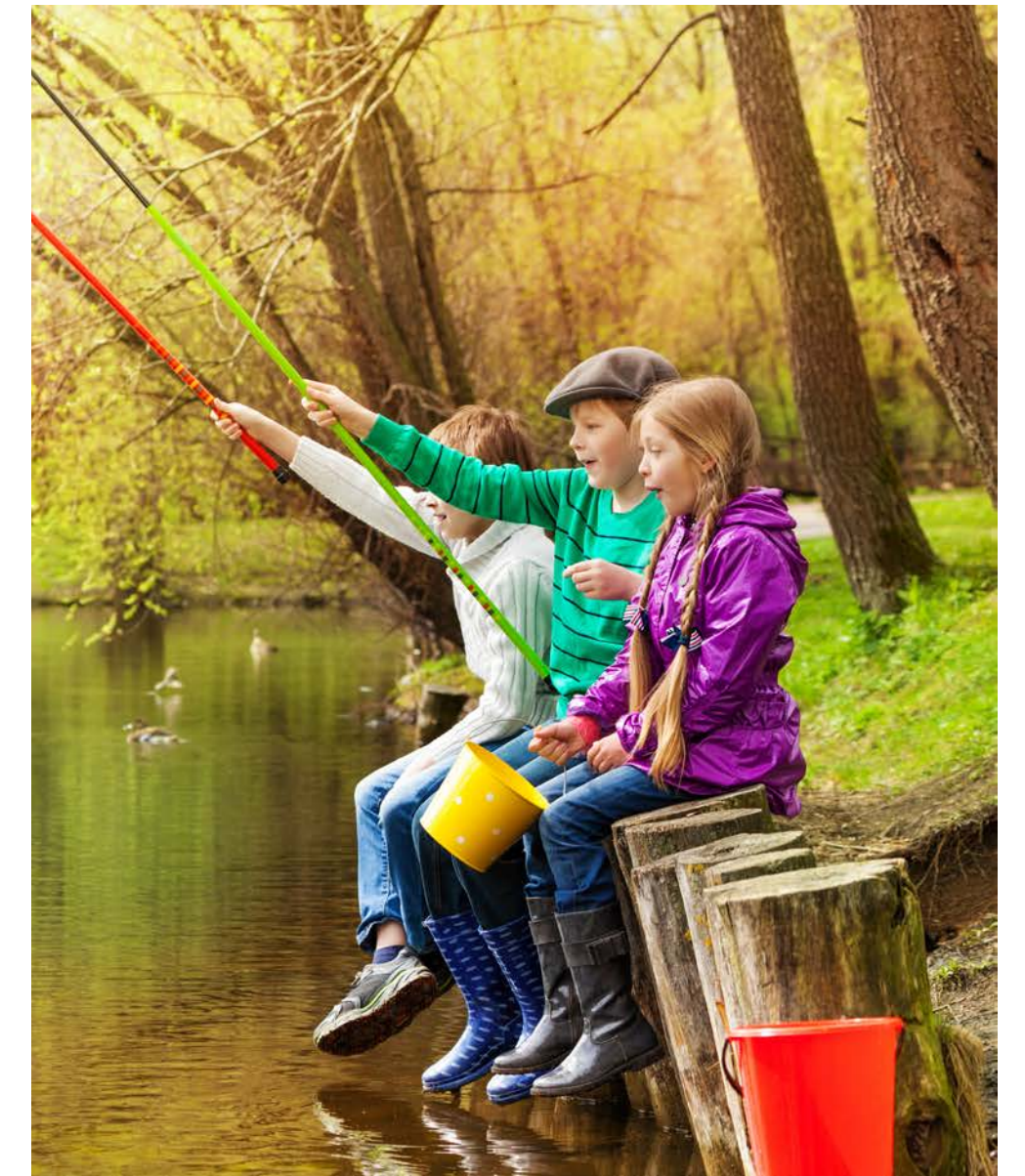
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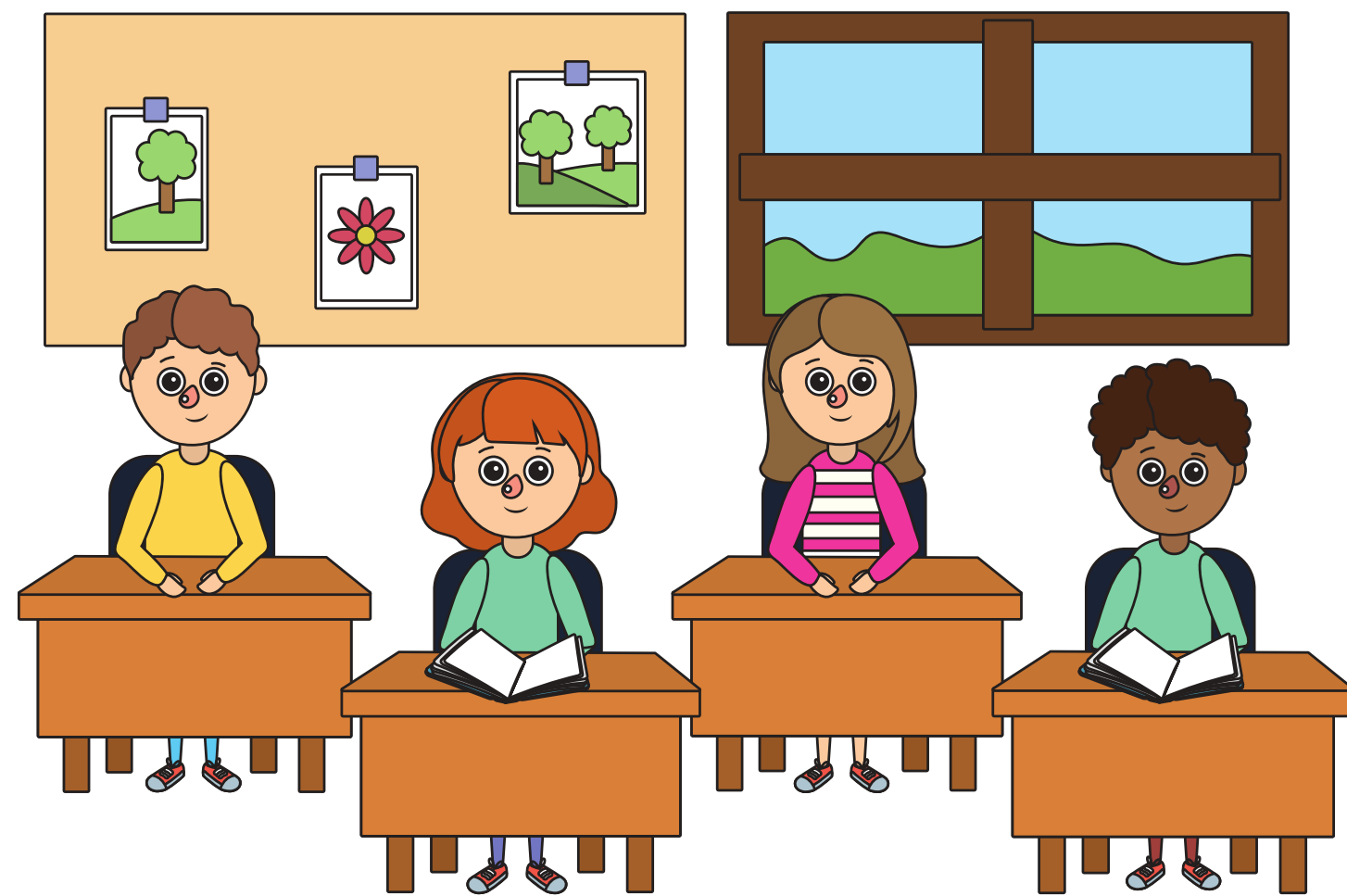
AT THE BEACH



FISHING WITH FRIENDS



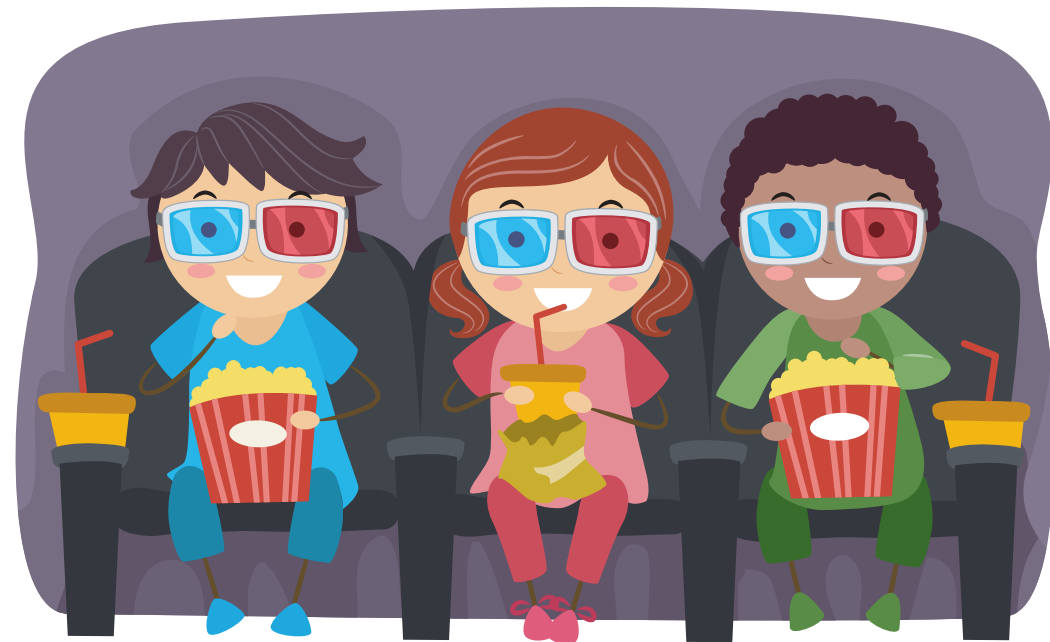
AT SCHOOL



DANCING



WATCHING MOVIES



RIDING A BIKE



PLAYING SOCCER



GAMES WITH FRIENDS



• What does it look like?



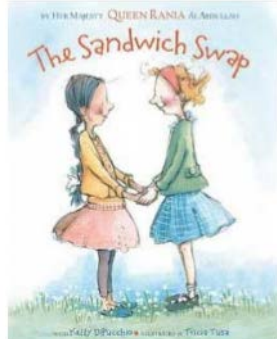
• What does it sound like?



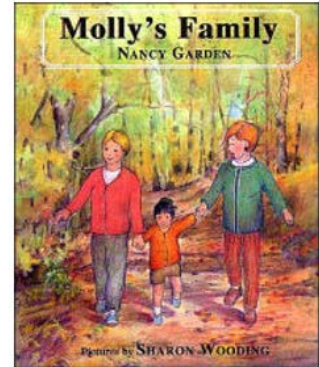
• What does it feel like?



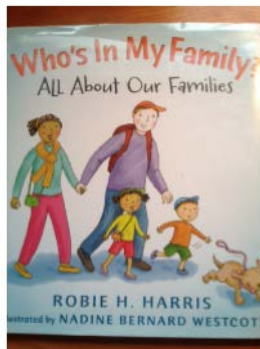
Inclusion and Diversity_QR Codes books



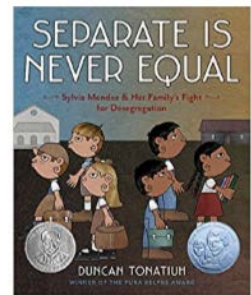
The Sandwich Swap
by Queen Rania of Jordan



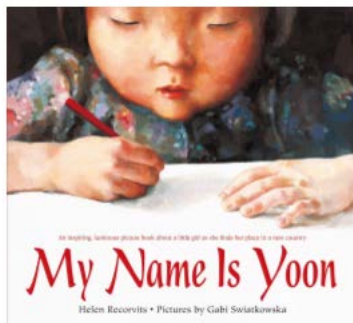
Molly's Family
by Nancy Garden



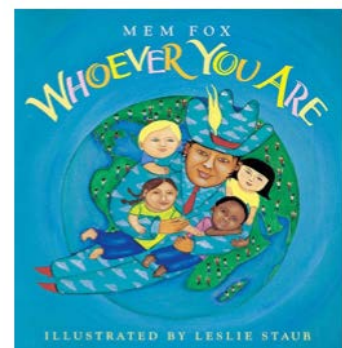
Who's In My Family?
by Robbie H Harris



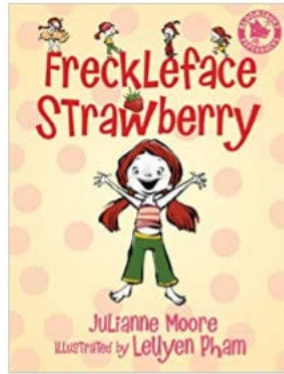
Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation
by Duncan Tonatiuh



My Name is Yoon
by Helen Recorvits



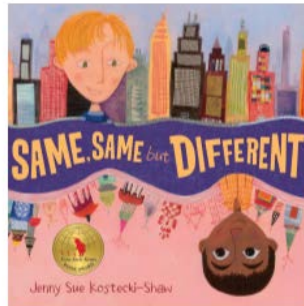
Whoever You Are
by Mem Fox



Freckleface Strawberry
by Julianne Moore



It's Okay to be Different
by Todd Parr



Same, Same But Different
by Jenny Sue Kostecki-Shaw