

Unit Name: Inclusive Learning Through Drama

Lesson name: Inclusion and Belonging

Stage: Early Stage 1

Duration: 30-40 minutes

Lesson Overview

Students are exposed to diversity and difference through video clips, pictures/visuals and stories in order to encourage discussion and critical thinking.

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.
- begin to respond to their own drama in terms of roles and space.
- communicate the depiction of real-life and fantasy situations in imagined dramatic contexts.
- organise space to engage in dramatic play, e.g. identifying the different areas of an imagined shop in their play.
- use 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.
- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts.
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity.

A student will learn about:

- performing non-locomotor skills, e.g. bending, twisting, swaying, reaching.
- responding with movement to stimuli, e.g. rhythm, beat, music and words.
- working with a partner or small group to complete a movement task.
- communicating in ways to be caring, inclusive and respectful of others.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.</p> <p>Performing DRAES1.3 Dramatises personal experiences using movement, space and objects.</p> <p>Appreciating DRAES1.4 Responds to dramatic experiences.</p> <p>MUSIC</p> <p>Performing MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.</p> <p>ENGLISH ENe-1A Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.</p> <p>ENe-12E Demonstrates awareness of how to reflect on aspects of</p>	<p>TEACHING</p> <p>Warm-up: Reading a Story</p> <ol style="list-style-type: none"> Teacher reads the story 'My Three friends and Me, Zulay' by Cari Best. Alternatively the students can view the video <i>My Three Friends and Me, Zulay by Cari Best.</i> Questions: <ul style="list-style-type: none"> <i>Do you think you could run in a race if you couldn't see? Why? Why not? What does it look like? Sound like? Feel like?</i> <p>LEARNING</p> <p>Whole Class Activity: In the playground</p> <ol style="list-style-type: none"> Students view a video clip of children with diverse needs and how they are included at a park. Inclusive play/special needs playground (8 minutes). Students view snippets of video clips of other playgrounds (up to the teacher's discretion how much of the clips are watched). <ul style="list-style-type: none"> Playing at the park on the dinosaur and swings Children playing at the park with swings Inclusive playground at Waitara Park Indoor playground Teacher may ask the following questions: <ul style="list-style-type: none"> <i>What did you see in the playgrounds?</i> <i>Are they like your local playground?</i> <i>How are they different?</i> <i>How are they the same?</i> <i>Who was in the playground?</i> <i>Was anybody not included at the playground?</i> <i>What do you think about being at that playground.</i> Teacher can show the visual <i>What does it Look like? Sound like? Feel like?</i> to stimulate discussion. Teacher Note: a Venn diagram could be used as a visual reference when students are discussing similarities and differences. This <i>Venn Diagram template</i> can be completed if desired. Discuss the feelings of children in the playground using <i>Facial expressions.</i> <ul style="list-style-type: none"> <i>Did you see any children in the playground who look sad? Happy? Angry? Tired? Surprised?</i>

<p>their own and others' learning interaction skills and considers how own communication is adjusted in different situations.</p> <p>EN1-1A Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.</p> <p>PDHPE</p> <p>PDe-3 Communicates ways to be caring, inclusive and respectful of others.</p> <p>PDe-4 Practises and demonstrates movement skills and sequences using different body parts.</p> <p>PDe-5 Explores possible solutions to movement challenges through participation in a range of activities.</p>	<ul style="list-style-type: none"> - <i>Can you think of any others words that might tell us how the children are feeling? e.g. excited, lonely.</i> - <i>Can you say why the children might be experiencing any of these feelings?</i> <ol style="list-style-type: none"> 5. In preparation for acting out a 'playground scene', the teacher discusses safe movement in the classroom with the students. Alternatively this activity could be taken outside. 6. Students form pairs. 7. Teacher directs the students to use their bodies to show movement (e.g. on a swing) and emotions (e.g. happy) to 'act out' being at the playground (allow 5-10 minutes for this activity). <p>Conclusion</p> <p>Teacher Note: stress safety boundaries before students begin movement.</p> <ol style="list-style-type: none"> 1. Whole class participates in movement activity: Body Boogie. 2. Teacher directs the students to close their eyes and do Body Boogie again. 3. Reflect as a class: <i>What did it Sound like? Look like? Feel like? to do Body Boogie with your eyes closed?</i> 4. Teacher directs the students to do Body Boogie again using only one leg. 5. Reflect as a class: <i>What did it Sound like? Look like? Feel like? only using one leg? Were you able to keep your balance?</i> 6. Teacher directs the students to sit on a chair to do Body Boogie. 7. Reflect as a class: <i>What did it Sound like? Look like? Feel like? doing Body Boogie sitting on a chair? Were you able to do all the actions?</i> 8. Teacher turns the sound down on the video clip. Students do the actions without the sound. 9. Reflect as a class: <i>What did it Sound like? Look like? Feel like? Were you able to do the actions without the music?</i> <p>Alternative Activity: If access to an interactive whiteboard is not available, any music that students can move to would be suitable. Teacher would need to give directions as to the movements students need to make to the music, e.g. click fingers, clap hands, stomp feet etc.</p> <p>ASSESSMENT</p> <p>No formal assessment has been provided for this activity.</p>
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<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. Optional movements in Body Boogie can be suggested e.g. click fingers, tap the desk, clap hands.</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. Students could also work with a partner to assist/describe any movement activities.</p> <p>Hearing: Students may need support through further visuals e.g. Visuals for sections of lesson. Option of headphones with sound turned up to a suitable level. Student can be supported by a partner during movement activity to guide/assist with movements. Use a metronome at the same time as Body Boogie video playing. Metronome 67 BPM. Alternatively, a metronome app on an ipad or phone e.g. Pulse Metronome App (Apple store).</p> <p>Sensory: Students may need support through further visuals e.g. Visuals for sections of lesson. A student sensitive to noise may wish to use headphones. Have a quiet space available for a student with hyper-sensitive sensory needs to use as required. Awareness of personal space boundaries.</p> <p>Non-verbal: Students may need support through further visuals e.g. Visuals for sections of lesson. Refer to the visuals associated with the activity. Small whiteboards to draw or write responses to yes/no questions. Visuals of thumbs up/thumbs down or smiley faces to represent yes/no responses Yes/No response visuals.</p> <p>EAL/D: Students may need support through further visuals e.g. Visuals for sections of lesson. Refer to the visuals associated with the activity. My Three Best Friends and Me, Zulay longer version.</p> <p>Other: Reluctance to movement - teacher supports student (e.g. dance next to student), offer verbal encouragement for any show of movement (e.g. I like the way you're.....).</p>
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<h2>Resources</h2>
<ul style="list-style-type: none"> ● Book: My Three Friends and Me, Zulay by Cari Best ● My Three Friends and Me, Zulay by Cari Best - Alexandria Weatherspoon (YouTube) ● My Three Best Friends and Me, Zulay by Cari Best - (Longer/Slower version) - Rachel's Mom (YouTube) ● What does it look like? Sound like? Feel like? - Blue Sky Community Services ● Facial Expressions - Blue Sky Community Services ● Inclusive Play/Special Needs Playground - Bliss Products/Playabilities (YouTube) ● Playing at the park on the dinosaur and swings Fun Factory (YouTube)

- [Children playing at the park with swings](#) - Jeannett Channel (YouTube)
- [Inclusive playground at Waitara Park](#) - NSW Department of Planning, Industry and Environment (You Tube)
- [Indoor playground](#) - Ryan’s World (You Tube)
- [Body Boogie](#) - Learning Station Brain Break (YouTube)
- Classroom equipment: Interactive whiteboard, blindfolds or scarves.

Resources for Adjustments (if applicable)

- [Visuals for sections of lesson](#) - Blue Sky Community Services
- [Yes/No response visuals](#) - Blue Sky Community Services
- [Pulse Metronome App](#) - Apple Store
- [Metronome 67 BPM](#) - Sascha Mans (You Tube)

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:	

• What does it look like?



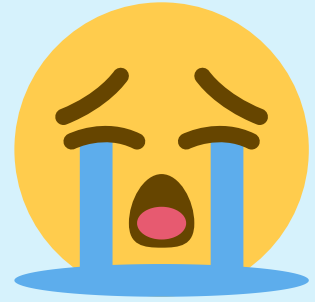
• What does it sound like?



• What does it feel like?



Sad



Angry



Happy



Suprised



Tired



Warm-up Game



Discussion



Creating



Performing



Reflection



yes



no

