

Unit Name: Inclusive Learning Through Drama

Stage: Early Stage 1

Lesson name: Auslan and Singing

Duration: 30-40 minutes

Lesson Overview

Students will use Auslan to communicate information and participate in activities.

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
- communicates the depiction of real-life and fantasy situations in imagined dramatic contexts.

A student will learn about:

- alternative methods of communication in performance
- sharing their drama with others
- depicting everyday situations in dramatic contexts.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making DRAES1.1 Uses imagination and the elements of drama in imaginative</p>	<p>TEACHING</p> <p>Warm-up - Charades</p> <ol style="list-style-type: none"> 1. Students are seated on the floor. 2. Teacher demonstrates an action e.g. driving a car. 3. Students guess what action the teacher is doing. 4. Teacher shows students the <i>Early Stage 1 Charade Action Cards</i>.

<p>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>Teacher note: these may be cut into individual cards if preferred.</p> <ol style="list-style-type: none"> 5. Teacher selects a student. 6. Student can decide to do their own action or one from the cards. Simple noises can be used if necessary. 7. The rest of the class guesses what action the student was doing. 8. Steps 5-7 repeated. 9. Allow approximately 5-10 minutes for activity. 10. Whole class brainstorm/discussion: <ul style="list-style-type: none"> - <i>What does it look like? Sound like? Feel like? to be playing the game?</i> - <i>How can everyone be included in the game?</i> <p>LEARNING</p> <p>Whole Class Activity: Auslan Alphabet</p> <p>Teacher Note: for general reference <i>Do's and Don'ts of Auslan</i></p> <ol style="list-style-type: none"> 1. Introduce students to the Auslan Finger Spelling Alphabet and the Auslan See it Say it Sign it Australian Sign Language video. 2. Students can sing an alphabet song as the teacher (or a selected student) points to the Auslan poster. Australian: The Alphabet Song (pace of the song is a little fast; in this video the pronunciation of 'Z' is Australian) or ABC Song (song sung at a slower pace; American pronunciation of 'Z'). 3. Teacher assists/guides the students to sign simple words e.g. cat, dog, mum, dad, sun using Auslan Finger Spelling Simple Words and Auslan Two Handed Spelling. <p>Reflective Questions:</p> <ul style="list-style-type: none"> - <i>What does it look like? Sound like? Feel like?</i> - <i>Was it hard to do the finger spelling? Why was it hard?</i> - <i>Was it easy to do the finger spelling? Why was it easy?</i> - <i>Would your family be able to guess what you were signing if you used Auslan at home?</i> <p>Whole Class Activity (Song 1): Twinkle Twinkle Little Star</p> <p>Teacher Note: time constraints may only allow for one song to be introduced to the students in the Whole Class Activity.</p> <ol style="list-style-type: none"> 1. Students sing Twinkle Twinkle Little Star. <i>What actions or signs could be used to sing the song?</i> 2. Record responses/suggested actions on a chart or IWB/whiteboard e.g. star - fingers in a diamond shape.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. Students sing the song using their own 'signs/actions' – teacher records via video or pictures.
4. Teacher asks for volunteers to show the actions they used to the rest of the class.
5. Play [Twinkle Twinkle Little Star Auslan](#) video or use **Twinkle Twinkle Little Star Auslan Visuals** if there is no Interactive whiteboard.
6. Students compare their actions to those on the video clip; allow students to watch and copy the actions on the video.

Reflective Questions:

- **What does it look like? Sound like? Feel like?** to use actions for *Twinkle Twinkle Little Star*?
- *Was it fun? What made it fun?*
- *Was it interesting? What made it interesting?*
- *When might you use these actions/song?*
- *Who would you like to teach this song to?*

Whole Class Activity (Song 2): Sing a Rainbow

1. Discuss what colours can be seen in a rainbow. Teacher may like to display the **Colours of a Rainbow** visual.
2. Introduce Auslan for the colours of the rainbow.
[Red](#), [Orange](#), [Yellow](#), [Green](#), [Blue](#), [Violet](#)
Indigo - there is no Auslan translation for this colour.
3. Allow students to watch the [Sing a Rainbow](#) video.
4. Students may attempt to sign the song following the video using the **Sing a Rainbow Auslan Visual**.

Reflective Questions:

- **What does it look like? Sound like? Feel like?** to sing a song using Auslan signs?
- *Did you find it tricky using all the signs? Why? Why not?*
- *Why might you sing a song using signs?*
- *Who might sing a song this way?*
- *Would you like to learn to sing more songs this way?*

Partner Activity: Nursery Rhyme Performance

Teacher Note: This activity can be held over to the next lesson to allow students more time to prepare and perform.

1. Students put in pairs.
2. Each pair is given a **Nursery Rhymes and Songs**

Teacher note: These songs are just samples. If songs aren't known, reference can be made to [ABC Song + More Nursery Rhymes & Kids Songs](#) or you can choose your own.

	<ol style="list-style-type: none"> 3. Teacher may wish to show students rhymes from other countries and in different languages. Rhymes from around the world is a useful site that has songs grouped in continents and countries, as well as English translations. 4. Each pair is to create various actions that can be used to ‘perform’ the song without singing or music. 5. Each pair practises their rhyme using signs and actions (allow students 10-15 minutes for Steps 3 and 4). 6. Students are given the opportunity to perform their rhyme in front of the class. <p>ASSESSMENT</p> <p>Based on Partner Activity above, Early Stage 1 Assessment for Partner Performance Activity.</p> <p>Teacher Note: Differentiate assessment to student’s needs as required.</p>
<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. All the signs for Auslan can be done sitting down or standing up. A support person (teacher or student) gives verbal instructions of sign/action or provides hand-to-hand guidance. For mobility or dexterity, students can use preferred hand, or use a device to assist them.</p> <p>Vision: Students may need support through further visuals eg <i>Visuals for sections of lesson</i>. Larger or print-outs of posters/visuals of <i>Twinkle Twinkle Little Star Auslan Visuals</i> and <i>Sing a Rainbow Auslan Visual</i>. Ensure students are seated near the front of the room to view visuals/videos. Students could also work with a partner to assist/describe any signs or actions. Teacher or support partner uses hand-to-hand touch to demonstrate sign language.</p> <p>Hearing: Students may need support through further visuals, or headphones with sound turned up to a suitable level. If videos do not have closed captions already embedded into the video, ensure these are turned on using the youtube function.</p> <p>Sensory: Students may need support through further visuals e.g. <i>Visuals for sections of lesson</i>. A student sensitive to noise may wish to use noise-cancelling headphones during singing or partner work. Have a quiet space available for students to use as required.</p> <p>Non-verbal: Students may need support through further visuals e.g. <i>Visuals for sections of lesson</i>. Teacher check-in with students for understanding. Refer back to the visuals for the activity. Pair student with a support student/adult during the whole class and partner activity as needed to enable student participation. To enable participation, change the whole class activity to a partnered activity.</p> <p>EAL/D: Students may need support through further visuals e.g. <i>Visuals for sections of lesson</i>. Teacher check-in with students for understanding. Refer back to the visuals for the activity. <i>Twinkle Twinkle Little Star Auslan Visuals, Sing a Rainbow Auslan visual, Colours of a</i></p>

	<p>Rainbow Pair student with a support student during the whole class and partner activity as needed to enable student participation. Use Google Translate to assist with any translations.</p> <p>Rhymes from around the world is a useful site that has songs grouped in continents and countries, as well as English translations.</p> <p>Other: Reluctant performers may be given the option of performing in a quiet space away from class in front of the teacher or selected audience members. Alternatively, the teacher may record the performance.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Resources

- [Do's and Don'ts of Auslan](#) Blue Sky Community Services
- [Auslan See it Say it Sign it | Australian Sign Language](#) - Jack Hartmann (YouTube)
- [Australian: The Alphabet Song](#) - Miss Merry (Youtube)
- [Nursery Rhymes and Songs](#) - Blue Sky Community Services
- [ABC Song + More Nursery Rhymes & Kids Songs](#) - Cocomelon - Nursery Rhymes (Youtube)
- [Auslan Two Handed Spelling](#) - Auslan signbank
- [Twinkle Twinkle Little Star](#)- LooLoo Kids (You Tube)
- [Twinkle Twinkle Little Star Auslan Visuals](#) - Blue Sky Community Services
- [Twinkle Twinkle Little Star Auslan](#) - Signs Of Life (You Tube)
- [Sing a Rainbow Auslan](#)- Hey Dee Ho Educational Services (You Tube)
- [Sing a Rainbow Auslan Visual](#) - Blue Sky Community Services

Resources for Adjustments (if applicable)

- [Twinkle Twinkle Little Star Auslan Visuals](#) - Blue Sky Community Services
- [Sing a Rainbow Auslan visual](#) - Blue Sky Community Services
- [Colours of a rainbow](#) - Blue Sky Community Services
- [Rhymes from around the world](#) - Mama Lisa's World
- [Google Translate](#) - Google app

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:	

Do's and Dont's for Learning Auslan

DO:

- relax and have fun!
- try to be flexible
- leave any inhibitions at home (you need to become comfortable with using your body, especially making facial expressions, you will need to touch your body and face for many signs)
- take risks (you'll probably make a few mistakes but that's okay)
- make eye contact when communicating
- get ready to coordinate visual, spatial and motor skills
- aim for fluid movement so your signs will flow
- copy the teacher (but don't 'mirror' them)
- use your memory to remember signs and where you have located objects in your 'signing space'
- keep your signs within the 'signing space' in front of your body.

DON'T:

- assume
- be patronising (you are no better than a deaf person just because you can hear)
- exaggerate lip movements
- imitate the sounds deaf people make
- hide your eyes or look away when communicating
- ask other students when you can't remember a sign (it's better to ask the teacher)
- disagree with the teacher or correct their signing (you may have learnt a different sign or a variation of a sign from someone else - consider this to be part of the rich diversity of Auslan).

Do's and Dont's for Communicating with Deaf People

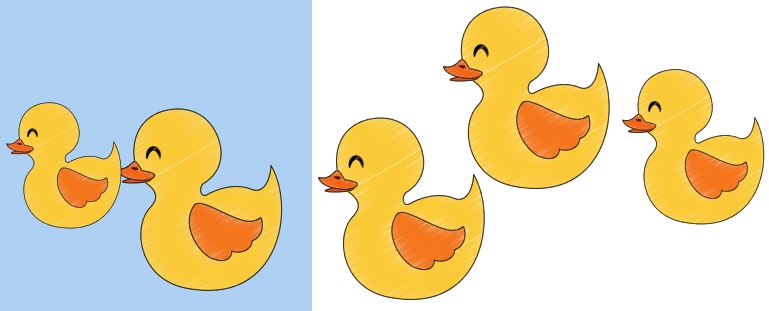
DO:

- get the deaf person's attention first (touch them on the shoulder, flash the lights or stamp on the floor) - if they're not looking at you then they're not 'listening' to you
- ask how they would prefer to communicate (lip-reading, body movements, gesturing, signing, with an interpreter, writing etc.)
- position yourself slightly further away than normal speaking distance so all gestures can be seen in the visual field (Note: if the person is hearing impaired rather than deaf, position yourself at a normal speaking distance)
- maintain eye contact
- remain at the same eye level if possible
- use visual cues
- use simple language and gestures
- speak clearly, normally and at a normal rate (for the benefit of hard of hearing people you can speak slightly louder than normal)
- check you've been understood
- try rephrasing or communicating in a different way if not understood
- reduce background noise (hard of hearing only)
- have good lighting without light shining into their eyes.

DON'T:

- assume
- be patronising (remember our attitude can be their greatest challenge)
- chew, eat or cover your mouth or face while talking
- shout or exaggerate lip movements
- repeat the same thing over and over again
- speak directly into their ear
- hide your eyes with sunglasses.

Nursery Rhymes and Songs

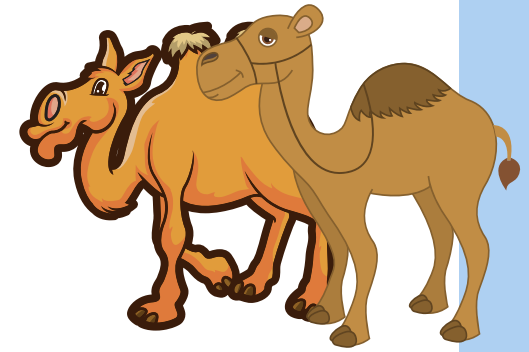


Five Little Ducks

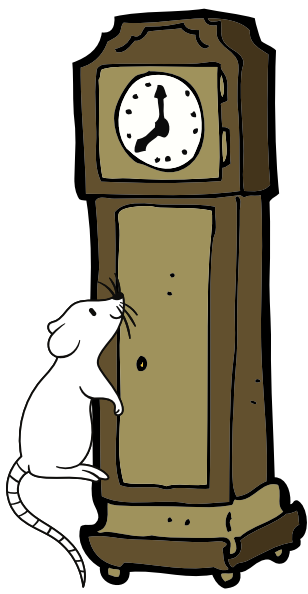
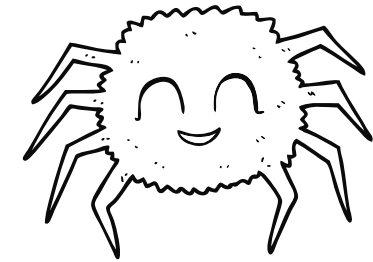
Ten Green Bottles



Alice the Camel

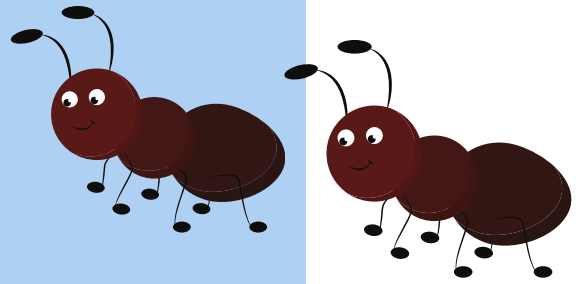


Incy Wincy Spider

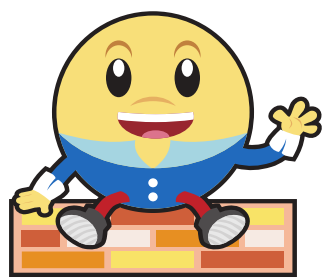
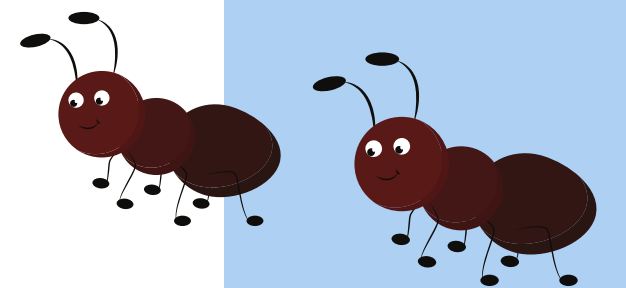


Hickory Dickory Dock

Jack and Jill

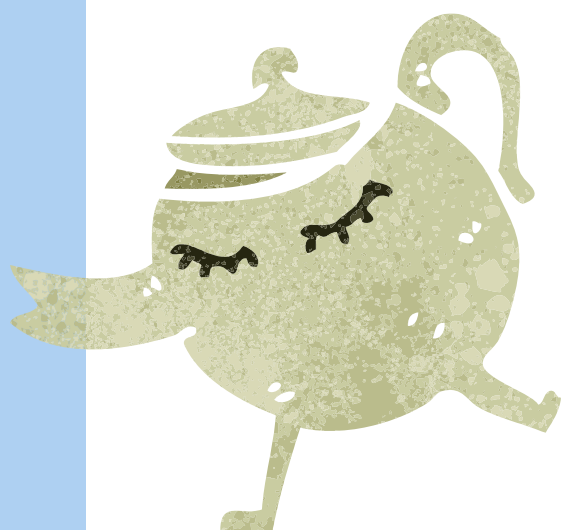
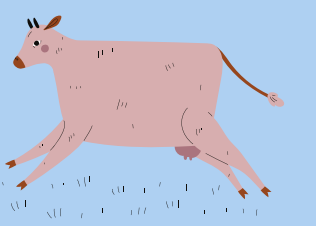


The Ants Came Marching

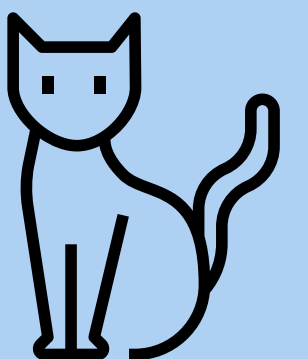


Humpty Dumpty

Hey Diddle Diddle



I'm a Little Teapot



Twinkle Twinkle Little Star



Twinkle



Twinkle



little



star



How



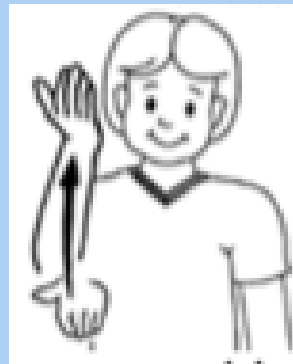
I



wonder what



you are



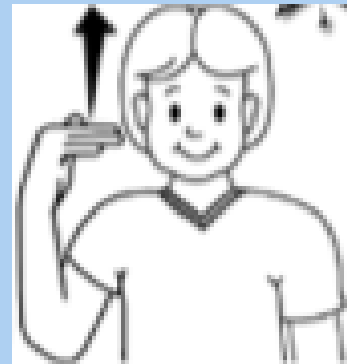
up



above



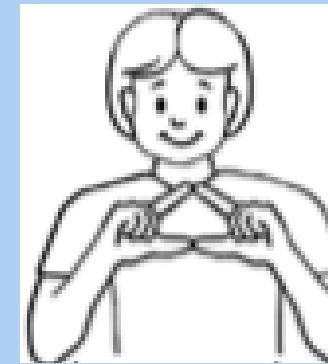
the world



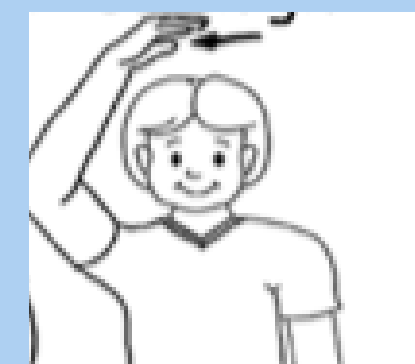
so high



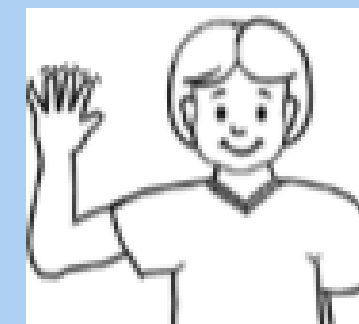
like



a diamond



in the sky



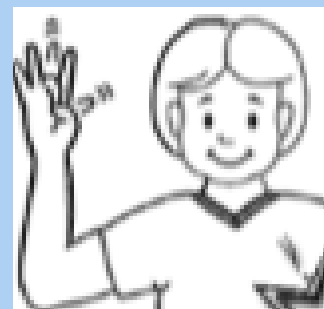
Twinkle



Twinkle



little



star



How



I

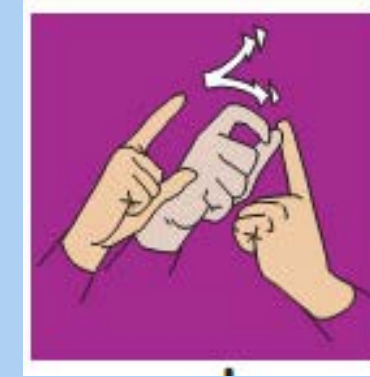


wonder what

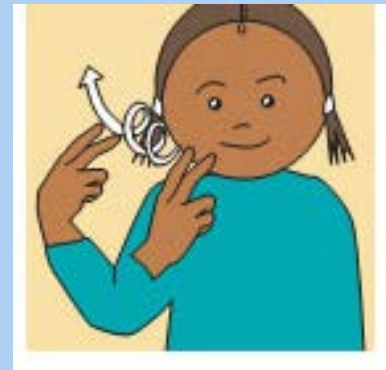


you are

Sing a Rainbow



red and yellow and pink and green orange and purple and blue



I can sing a rainbow sing a rainbow sing a rainbow too



Colours of a Rainbow



red
orange
yellow
green
blue
indigo
violet