

Unit Name: Inclusive Learning Through Drama

Lesson name: More Fun With Auslan

Stage: Early Stage 1

Duration: 30-40 minutes

Lesson Overview

There are two options for this lesson. Option 1 follows on from the previous lesson 'I Got This Hat'. Students will experiment with actions to represent their own favourite hat. Students will combine their actions to create a class digital story to be recorded by the teacher. Option 2 is available if the previous lesson 'I Got This Hat' has not been done. In these activities the students will translate, act out and construct their own simple sentences using Auslan.

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
- communicate 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 play and dramatic situations.</p> <p>Performing</p>	<p>TEACHING</p> <p>Warm-up: Auslan 'Simon Says'</p> <ol style="list-style-type: none"> 1. Students are shown the Auslan word for a selection of simple movements whilst sitting on the floor. Clap, Write, Stir, Drink, Wave 2. Students practise each sign when given the verbal or Simon Says Action Visuals instruction.

DRAES1.3

Dramatises personal experiences using movement, space and objects.

Appreciating

DRAES1.4

Responds to dramatic experiences.

3. Teacher can say either “*Simon Says*” (the action word) and show the appropriate ***Simon Says Action Visuals***, or use ***Simon Says Command Visual*** and ***Simon Says Action Visuals***.
4. Students respond with the appropriate sign.
5. Game continues for 5-10 minutes.

Teacher Note: Emphasis should be on using the Auslan sign correctly and following direction, not on getting a winner.

LEARNING

Whole Class Activity: Making a recorded story on ‘Our Favourite Hat’

Teacher Note: This section of the lesson is a follow-on from the previous lesson ‘[I Got This Hat](#)’. A recording/videoing device is needed for this activity. The teacher needs the favourite hats drawn by each student in the previous lesson. If the previous lesson has not been completed with the class, **Alternative Activities** are provided below this section.

1. Students watch [I Got This Hat Auslan](#).
 - *Did you enjoy that story?* Students respond using ***Yes/No question response visuals***. *Why?/Why not?*
 - *Do you think everybody can enjoy that story?* Students respond using ***Yes/No question response visuals***. *Why?/Why not?*
 - *Last lesson we talked about your favourite hats.*
 - *Let’s think about how we can make a story about your favourite hats using Auslan.*
2. Teacher hands out hat drawings collected from the previous lesson.
 - *Today we are going to make a class digital story about hats using Auslan.*
 - *You are going to use Auslan to have your own digital ‘page’ in the story.*
 - *Your digital ‘page’ is going to be about your favourite hat, or a hat that you would like to have.*
 - *Remember you drew your favourite hat in the last lesson. I will give you your picture shortly.*

Teacher Note: If a student was absent the previous lesson, they can be given the opportunity to draw their favourite hat whilst other students are being recorded. Alternatively there may be a favourite hat in the class supply they can draw.

- *You are going to be the storyteller for recording your digital ‘page’.*
 - *You are going to use the Auslan signs we have just learnt for your story.*
 - *I am going to record you being the storyteller and then we will put all the digital ‘pages’ together to create our story.*
3. Students are shown and taught some of the Auslan signs from the story video clip (from Step 1). [I, got, this, hat](#)
 4. As a class, students practise the four signs in Step 3 for 5 minutes under teacher direction.
 5. Students are divided into pairs.

6. Each pair of students puts the Auslan sequence together with their action for their hat and practises in front of each other for 5-10 minutes.
7. Teacher monitors students and supports students as necessary.
8. After 10 minutes of practice, the teacher directs the students to make a line in front of the whiteboard with their hat.
9. Teacher directs students one at a time to move to the recording spot in front of the whiteboard.
10. Teacher records each student performing their digital 'page'.
11. As each student is recorded, they move to the floor to quietly watch their classmates have their digital 'page' recorded.
12. Depending on the time available, students may be able to view the completed digital story before the end of the lesson.

Alternative Activity:

Teacher Note: This activity requires the RIDBC Auslan Tutor: Key Signs app being downloaded onto a class set of devices if available, or an interactive whiteboard. If a class set of devices is not available and an interactive whiteboard is available, a similar activity using the app can be conducted, as a whole class instead of in pairs.

If a class set of devices is available:

1. Students are organised into pairs.
2. Each pair of students is given a device.
3. Students are instructed/shown how to use the app.
4. Students are shown **Simple Sentences**.

Teacher Note: Each sentence involves some simple 'acting'.

5. Each pair is given a sentence they have to translate into Auslan using the RIDBC Auslan Tutor: Key Signs app and practise performing (10-15 minutes).
6. Teacher monitors the pairs and may record students during this time.
7. Students come back as a class, sitting on the floor or at desks as appropriate.
8. Pairs are selected to 'perform' their simple sentence to the class using Auslan.

Optional Activity: Whole Class Sentences

Teacher Note: If no devices are available or if you would like an extension activity you may use this activity.

1. Students are seated on the floor (or at desks if more appropriate/suitable).
2. As a class, students use **Sentence Starters** to construct simple sentences with teacher guidance.
3. After each sentence is constructed and written on chart/display paper or the whiteboard, the RIDBC Auslan Tutor: Key Signs app is used to translate each word in the sentence into Auslan.

	<p>4. The students copy the signs to translate the sentence.</p> <p>Teacher Note: Translating a phrase into Auslan could be used as a visual for students to follow.</p> <p>Reflective Questions: Teacher displays <i>Yes/No question response visuals</i> for students to answer questions.</p> <ul style="list-style-type: none"> - <i>Who had fun using Auslan?</i> - <i>Who might you use Auslan with? When?</i> - <i>Were the Auslan signs like the written words? Why? Why not?</i> - <i>Do you know anyone you could use the Auslan app with? Who?</i> - <i>Could you use it at home? Who with?</i> <p>ASSESSMENT</p> <p>Optional: Assessment checklist for lesson 6. Differentiate activities as required, making a note on the checklist.</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: Warm-up activity can be done sitting or standing. The students could verbalise the Auslan sign to describe how to complete the physical movements of the sign. Allow student to interpret actions in the warm-up activity to suit their mobility. A support student or adult could assist with hand actions when the student is performing their ‘page’ for the class story.</p> <p>Vision: Translating a phrase into Auslan can be used for either activity. The students can describe their action for their favourite hat by using talk to text. A selection of hats could be in the classroom and students could select a hat to describe by touch. All students could work in pairs. Teacher or support student/adult provide hand-to-hand direction with Auslan for either activity. <i>Yes/No question response visuals</i> can be used to respond to reflective questions.</p> <p>Hearing: Students may need support through further visuals e.g. <i>Visuals for sections of lesson</i>. Use <i>Simon Says action visuals</i> and <i>Simon Say command visual</i> as needed in the warm-up activity. Have a device available with the ‘RIDBC Auslan Tutor: Key Signs’ app downloaded for the sentences activity.</p> <p>Sensory: Use <i>Visuals for sections of lesson</i> to introduce different parts of the lesson. Use <i>Simon Says action visuals</i> and <i>Simon Says command visual</i> as needed in the warm-up activity. Students may use headphones as required. Provision of a quiet space to be used if movement or sound becomes over-stimulating for either activities.</p> <p>Non-verbal: Use <i>Visuals for sections of lesson</i> to introduce sections of the lesson. Use <i>Simon Says action visuals</i> and <i>Simon Says command visual</i> as needed in the warm-up activity. <i>Yes/No question response visuals</i> can be used to respond to reflective questions.</p> <p>EAL/D: Use <i>Visuals for sections of lesson</i> to introduce the sections of the lesson. Use Google translator as needed to translate any instructions. <i>Yes/No question response visuals</i> can be used to respond to reflective questions.</p>

	<p>Other: Performance reluctance: give students the option of performing to the teacher alone instead of in front of the class, or in small groups.</p>
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Resources

- Drawing of favourite hats from the previous lesson 'I Got This Hat'.
 - [Visuals for sections of lesson](#) - Blue Sky Community Services
 - [Simon Says action visuals](#) - Blue Sky Community Services
 - [Simon Say command visual](#) - Blue Sky Community Services
 - [I Got This Hat Auslan](#) - ALIANational (YouTube)
 - [Simple Sentences](#) - Blue Sky Community Services
 - [Sentence Starters](#) - Blue Sky Community Services
 - [Yes/No question response visuals](#) - Blue Sky Community Services
- Classroom Equipment: devices for the [RIDBC Auslan Tutor: Key Sign](#) app; different hats (if available)

Resources for Adjustments (if applicable)

- [Simon Says action visuals](#) - Blue Sky Community Services
- [Simon Say command visual](#) - Blue Sky Community Services
- [Translating a phrase into Auslan](#) - Sign Language Forum (website)
- [Yes/No question response visuals](#) - Blue Sky Community Services
- [Visuals for sections of lesson](#) - Blue Sky Community Services

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 any suggestions for improvement:	

Warm-up Game



Discussion



Creating



Performing



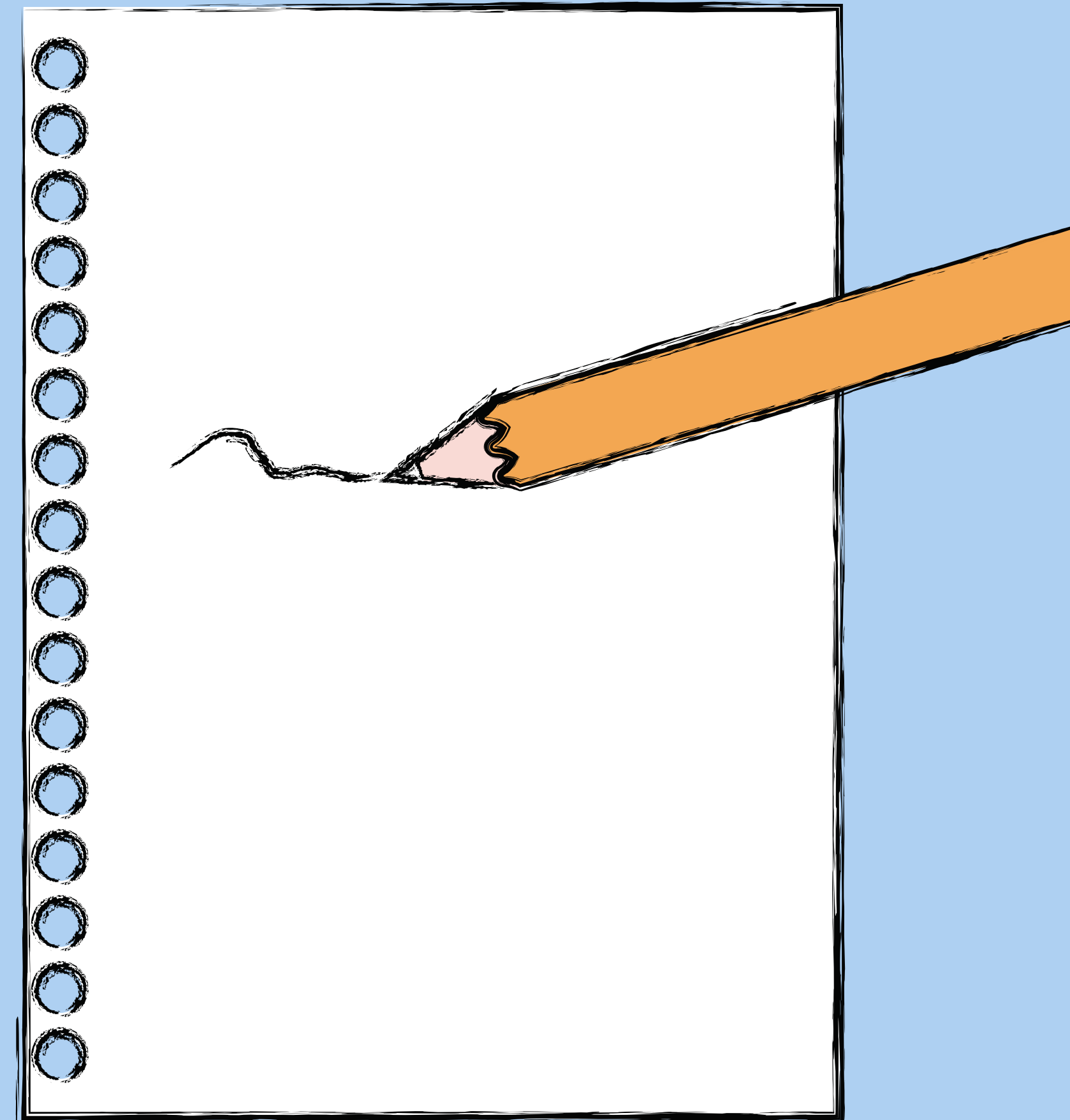
Reflection



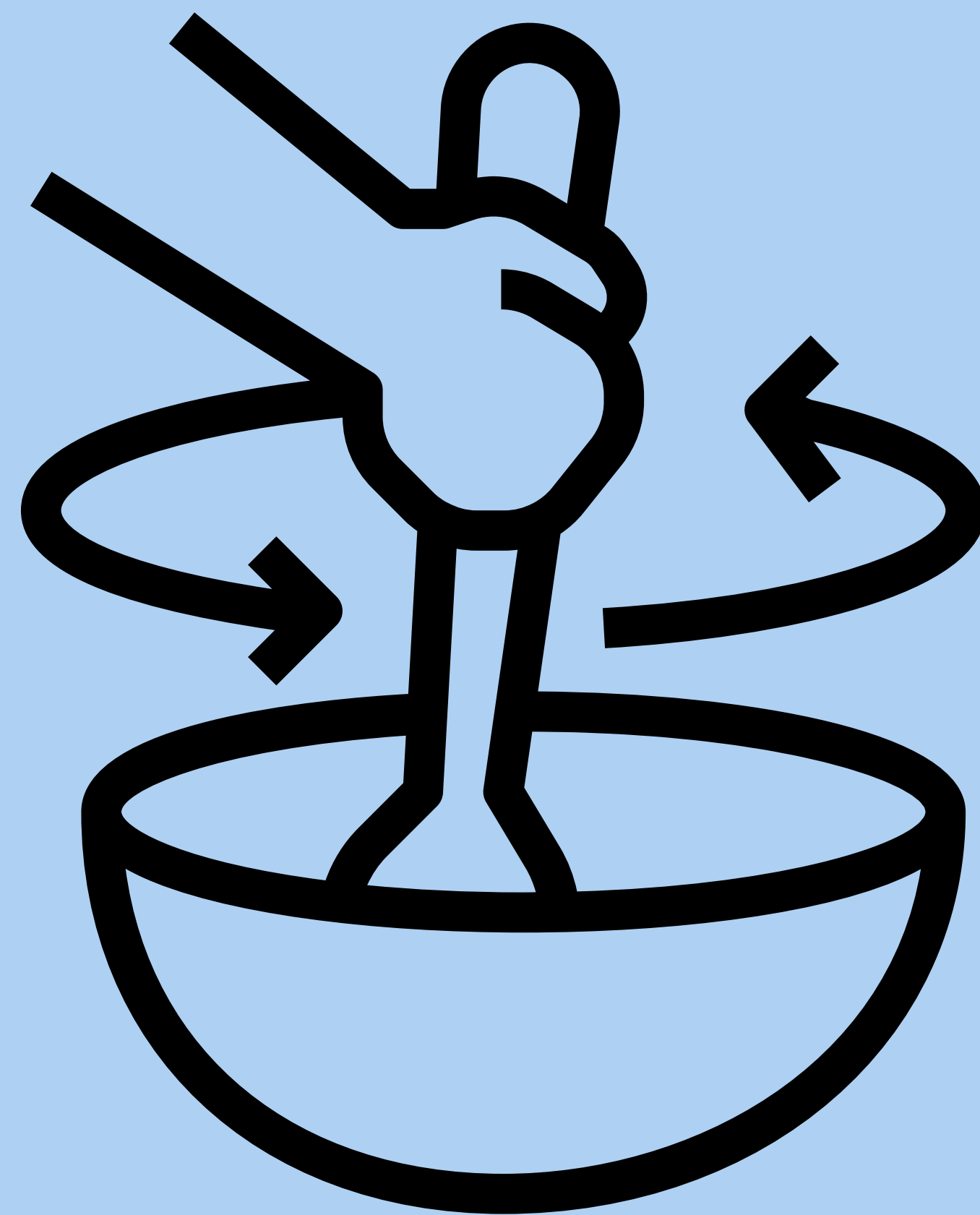
clap



write



stir



drink



wave



Simon

Says

Sentences

- Dad was climbing a ladder.
- The little kids were skipping.
- The dog barked at the cat.
- Mum was riding a motorbike.
- The big trees were bending in the wind.
- The big dog splashed across the river.

- My brother and I made a huge sandcastle.
- The cats were sleeping.
- Dad is cooking a cake.
- The kids were riding a bike.
- Mum and Dad went for a surf.
- The children went fishing.

Sentence Starters

A black bird.....

.....was jumping high.

The fire truck.....

.....ate a bone.

The furry cat.....

.....was eating a banana.

The big wave.....

.....was climbing a tree.

The yellow duck.....

.....was torn by the teacher.

yes



no

