

**Unit Name:** Inclusive Learning Through Drama

**Stage:** Early Stage 1

**Lesson name:** My Three Best Friends and Me, Zulay

**Duration:** 60+ minutes

### Lesson Overview

Students will participate in activities that encourage understanding of the diverse ways students learn. Students will discuss similarities between themselves and other learners. A second lesson may be required to cover all of the content outlined.

### 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
- respond to their own drama in terms of roles and space.

**A student will learn about:**

- sharing their drama with others
- depicting everyday situations in dramatic contexts
- testing possible solutions to movement challenges through trial and error
- attempting different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations
- depicting everyday situations in dramatic contexts.

Syllabus Outcomes	Teaching, Learning and Assessment
<p><b>DRAMA</b></p> <p><b>Making DRAES1.1</b> Uses imagination and the</p>	<p><b>TEACHING</b></p> <p><b>Warm-up - Heads Down Thumbs Up</b></p> <p>1. Students are seated at their desks.</p>

<p>elements of drama in imaginative play and dramatic situations.</p> <p><b>Performing</b> <b>DRAES1.3</b> Dramatises personal experiences using movement, space and objects.</p> <p><b>Appreciating</b> <b>DRAES1.4</b> Responds to dramatic experiences.</p>	<ol style="list-style-type: none"> <li>2. Teacher selects 4 students to come to the front of the class to be the tippers.</li> <li>3. Students at their desks are directed to close their eyes, put their heads on their desk and put their thumbs in the air. Teacher can display <b>Heads Down Thumbs up visual</b> on the board for clarification.</li> <li>4. Each of the 4 students selected move as quietly as possible to tip the thumb of one of the students sitting at their desks.</li> <li>5. When a student's thumb is tipped, the student puts their thumbs down.</li> <li>6. When each of the 4 students have tipped one student each, the 4 selected students return to the front of the room.</li> <li>7. The students at their desks are directed to put their heads up.</li> <li>8. The students that were tipped are asked to stand up.</li> <li>9. One by one, the tipped students are asked to identify who tipped them.</li> <li>10. The 4 students at the front respond “maybe, maybe not” when students who were tipped attempt to identify them until all students have had their turn.</li> <li>11. After all tipped students have attempted to identify who tipped them, students that are correctly identified are replaced as ‘tippers’ by the student who identified them. The <b>Thumb up Thumb down</b> can be used by students to indicate correct or incorrect identification for a visual representation.</li> <li>12. If a student is not correctly identified, they stay in the game as a ‘tipper’.</li> <li>13. The game continues following Steps 3-12 for 3-5 rounds (5-10 minutes).</li> <li>14. When the game finishes, students are directed to sit on the floor for the reflective questions.</li> </ol> <p><b>Reflective Questions (Optional):</b></p> <ul style="list-style-type: none"> <li>- <b>What did it look like? Sound like? Feel like?</b> <i>to be at your desk with your eyes closed?</i></li> <li>- <i>Did you like having your eyes closed like that? Why/Why not?</i></li> <li>- <i>If you couldn't see who tipped you, how could you work out who might have tipped you?</i> (Hopefully children will respond with answers relating to the 5 senses. If they don't, the teacher may use <b>The Five Senses</b> as a stimulus).</li> <li>- <i>Did you use any of your senses to guess who tipped you?</i></li> <li>- <i>Which ones did you use? How?</i></li> </ul> <p><b>LEARNING</b></p> <p><b>Group Activity:</b> My Three Best Friends and Me, Zulay</p> <p>Teacher Note: This story was introduced as a warm-up activity in a previous lesson, ‘<u>Inclusion and Belonging</u>’. Students may comment that they have seen it before.</p> <ol style="list-style-type: none"> <li>1. Students are seated on the floor (or at their desks if more appropriate).</li> </ol>
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- Today, we are going to watch [My Three Best Friends and Me, Zulay](#) (video starts at 27 second mark).
  - (Do not include this point if the video has not been seen) *You may have seen this video before but I want you to sit and listen to the story again.*
  - *I want you to look for anything that might not be in our classroom and might look different to things in our classroom.*
  - *I also want you to look for things that are the same in the classroom in the video and in our classroom.*
  - *We will talk about these similarities and differences later.*
2. Students watch the video.

**Reflection:**

- *Do you have your name on your desk? (If yes) This is the same as Zulay.*
- *Why do you think there are 2 types of names on the desks in the video?*
- *What two different types of alphabets can you see in the story?*

Teacher Note: Teacher may show the [What is Braille?](#) video (2.08 minutes) for an explanation of Braille for the students.

- *Zulay learns to read at school too - just like you do.*
- *Here are the letters for **Braille**.*
- *Look at these **Examples of Braille in books**.*
- *One of them is a book that you may have read lots of times in class or at home - The very Hungry Caterpillar.*
- *How are the letters printed on the page? Why?*
- *Do you think you could work out what this page might be about? (e.g. elephants)*
- *Why do you think that? (the dots make a picture of the elephant).*
- *How does Zulay learn about numbers and shapes?*
- *Do any of you use blocks to help with numbers? (If yes) That is the same Zulay.*
- *Let's think about some of the **Things Zulay can do**.*
- *Can you do some of these things? **Yes/No question response visuals***
- *(If yes) You and Zulay have some/so many things in common.*
- *We all learn differently, about numbers, how to read and write, and how to run and play games, but we can still have some things in common.*

**Partner Activity:** Drawing a Pyramid

1. Teacher says: *A friend helped Zulay when she had to draw the pyramid. You are going to help the student you sit next to draw a pyramid with their eyes closed, blindfolded or with an eye mask on. How do you think you might help your partner draw a pyramid? Teacher can display **How to draw a pyramid** visual?*

2. Students are given one small whiteboard and one marking pen/whiteboard marker for each pair.
3. Students sit with their partner somewhere that is comfortable, e.g. at their desk or on the floor.
4. Students take turns as the drawer and the instructor. (10 minutes)

**Reflection:**

- ***What did it look like? Sound like? Feel like?** to have a turn at drawing the pyramid?*
- ***What did it look like? Sound like? Feel like?** to be the instructor telling your partner how to draw the pyramid?*

Teacher can display **The Five Senses** visual on the board.

- *What senses did you use when you were drawing the pyramid? Why?*
  - *What senses did you use when you were the instructor for your partner? Why?*
4. Students are instructed to return the equipment used to the front of the room.

**Whole Class Activity:** A Safe Place in the Playground

Teacher Note: blindfolds, scarves and eye masks are needed for this activity. If the weather is not suitable, this activity can be done in the classroom, an undercover area or the hall.

1. Teacher says: (If going outside) *Let's go outside to do some activities with our partner. You are all going to get a turn at pretending you are Zulay.*
2. Once in the area, Teacher reminds the Students about **The Five Senses.**
3. Students are given a blindfold or eye mask and are instructed to sit on the ground or lie down, either on their front or back. Alternatively they can close their eyes.
4. Students are instructed to use their senses while lying down with their eyes closed.
  - *Imagine you are Zulay doing this with her class.*
  - *Put your hand up to tell me what you can hear while your eyes are closed.*
5. Teacher selects 3-5 students to respond to the question: *What can you hear?*
6. Teacher continues asking students questions about each of the other senses while they have their eyes closed. e.g. *What can you smell? What can you feel? Can you see anything? Can you taste anything?* (May need to let the students know not to put anything in their mouths for this question).
7. Students are instructed to open their eyes and sit closer to the teacher.
  - *Because your eyes are closed, could you still hear/smell/touch things? Why? Why not?*
  - *Like you, Zulay uses her senses to smell, hear, touch and taste.*

**Whole Class Extension Activity:** A Safe Place in the Playground

Teacher Note: You may like to continue this part of the lesson at another time.

1. Students stand up and find a space near the teacher, ensuring to keep some distance between each other.
2. Students put their blindfold or eye mask back on, or close their eyes.
3. Teacher directs the students to move in a particular way (for about 10-20 seconds each movement or action), e.g. jump on the spot, sit down then stand up, touch their toes, nose, ears, feet whilst standing, clap, walk on the spot, hop on the spot, jump on the spot, turn around on the spot, run on the spot, be a tree moving in the wind, dance on the spot or sing a known nursery rhyme/song.
4. Teacher monitors students whilst they are doing the movement to ensure they are moving safely.

Teacher Note: After each movement, the teacher monitors the students, checking that no one is having negative side effects to moving with their eyes covered or closed. If students are becoming distressed, feel unwell, or uncomfortable, the activity can be stopped or the students directed to uncover their eyes.

5. Teacher says: *In Zulay's story, she was included in lots of activities that involved moving. Were you able to do those actions and movements even though your eyes were covered?*  
Teacher may choose to use the **Yes/No question response visuals** for students' answers.  
*Can you do the same actions and movements as Zulay?*

**Partner Activity:** Guiding back to class

1. Teacher says: *You are going to be working with the student you sit next to in the classroom.* (If a student does not have anyone sitting next to them, they can be partnered with another pair to make a group of 3 or be the teacher's partner).
  - *One of you is going to have their eyes covered or closed.*
  - *Your partner is going to direct you back to the classroom. You can swap halfway. I will let you know when it is time to swap.*
  - *How are you going to guide your partner back to the classroom?*
  - *How do you think Zulay's friends helped her walk to her classroom?*

Teacher Note: If students do not suggest using their senses, revisit how the senses were used when laying on the grass earlier.

**Reflection:** (when back in the classroom)

- *What was easier? Being led back to the room, or being the student guiding? Why? Why not?*
- *Were there some of the movement activities that were easier to do than others?*

Teacher may need to be explicit with questioning, e.g. was hopping easier/harder than touching your toes? Which movement did you find easiest? Why? Which movement did you

	<p>find hardest to do? Why? Discussion and responses may need to be directed to <b>The Five Senses</b>.</p> <ul style="list-style-type: none"> <li>- <i>Would you find those movements easier/harder to do if you didn't have your eyes covered? Why?</i></li> <li>- <i>Were they always easy for you to do? <b>Yes/No question response visuals</b> Why?/Why not?</i></li> </ul> <p>Teacher may need to steer discussion to all people finding things difficult to do when we are learning something new, learning new things is not always easy.</p> <p><b>ASSESSMENT</b></p> <p>No formal assessment is provided for this activity.</p>
<p><b>Adaptations, Considerations and/or Adjustments</b></p> <p><b>Note:</b> Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p><b>Physical:</b> Students may do inside and outside activities in a place/space that is comfortable and accessible for all. 'Heads down thumbs up' can be altered for students, e.g. everyone closes their eyes without putting their head on the desk or students could 'tip' hands or arms instead of thumbs.</p> <p><b>Vision:</b> Students sit at the front of the class group when any visuals are used. Provide large print visuals of resources. The video <a href="#">My Three Best Friends and Me, Zulay</a> can be summarised for students after being shown to ensure understanding.</p> <p><b>Hearing:</b> Students can use <b>Heads Down Thumbs up visual</b> or <b>Thumbs up Thumbs down</b> for guidance during the warm-up game. Closed captions can be used when viewing <a href="#">My Three Best Friends and Me, Zulay</a>. In the movement activity, the teacher can physically demonstrate movement for students.</p> <p><b>Sensory:</b> Students can use <b>Heads Down Thumbs up visual</b> or <b>Thumbs up Thumbs down</b> for guidance during the warm-up game. Students that are uncomfortable closing their eyes or having them covered can be instructors for both inside and outside partner activities. Students may be more comfortable having the teacher or another adult as their instructor. In the 'A Safe Place in the Playground' activity, students can choose where they would like to lay down or sit.</p> <p><b>Non-verbal:</b> Students can use <b>Heads Down Thumbs up visual</b> or <b>Thumbs up Thumbs down</b> for guidance during the warm up-game. Teachers can display <b>Yes/No question response visuals</b> and alter questions, to be targeted closed questioning for students to take part in class discussion easier.</p> <p><b>EAL/D:</b> Students can use <b>Heads Down Thumbs up visual</b> or <b>Thumbs up Thumbs down</b> for guidance during the warm-up game. A device with the <a href="#">Google Translate</a> app may be required for any activities involving instructions when the student has their eyes closed/covered.</p> <p><b>Other:</b> Students uncomfortable closing their eyes, or having them covered, can be instructors for both inside and outside partner activities. Students may be more comfortable having the teacher or another adult as their instructor.</p>

## Resources

- [Heads Down Thumbs up visual](#) - Blue Sky Community Services
- [Thumbs up Thumbs down](#) - Blue Sky Community Services
- [What did it look like? Sound like? Feel like?](#) - Blue Sky Community Services
- [The Five Senses](#) - Blue Sky Community Services
- [My Three Best Friends and Me, Zulay](#) - Alexandria Weatherspoon (YouTube)
- [Examples of Braille in books](#) - Blue Sky Community Services
- [What is Braille?](#) - Kids Video Show (You Tube)
- [Braille Alphabet](#) - Blue Sky Community Services
- [Things Zulay can do](#) - Blue Sky Community Services
- [Yes/No question response visuals](#) - Blue Sky Community Services
- [How to draw a pyramid](#) - Blue Sky Community Services
- School supplies: pyramid shapes (1 between 2 students), blindfolds, eye masks.

## Resources for Adjustments (if applicable)

- [Thumbs up Thumbs down](#) - Blue Sky Community Services
- [Heads Down Thumbs up visual](#) - Blue Sky Community Services
- [How to draw a pyramid](#) - Blue Sky Community Services
- Device with the Google Translate 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:



# Heads Down Thumbs Up

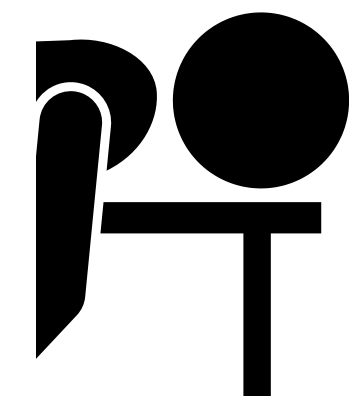
**1. Sit at your desk.**



**2. Close your eyes.**



**3. Put your head on your desk.**



**4. Put both of your thumbs up.**







• What does it look like?



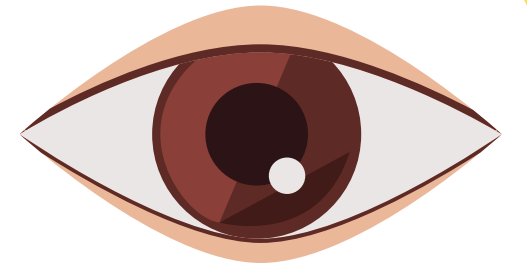
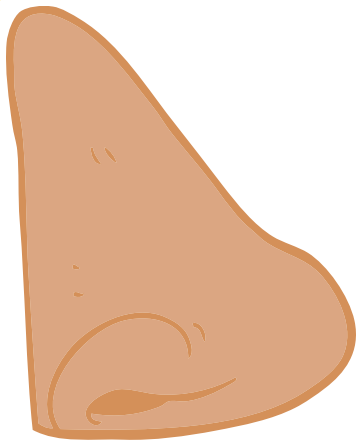
• What does it sound like?



• What does it feel like?



# The Five Senses



**Smell**

**Touch**

**Hearing**

**Taste**

**Sight**

# Examples of Braille in books

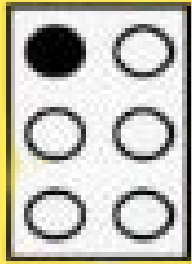


The Very Hungry Caterpillar  
by Eric Carle

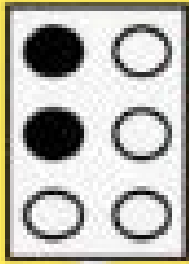


The Little Prince  
by Antoine  
de Saint-Exupery

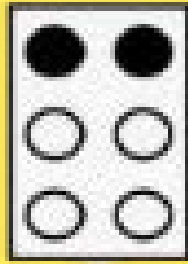
# Braille Letters



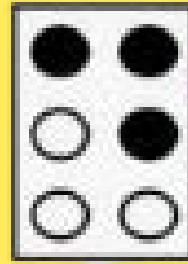
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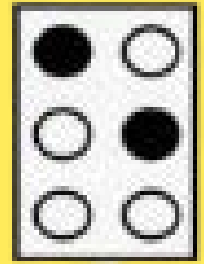
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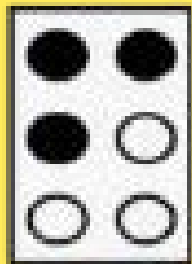
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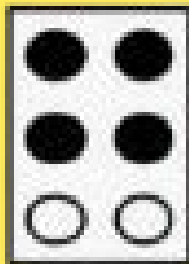
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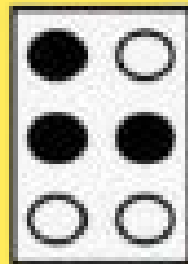
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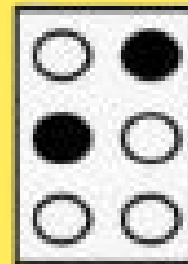
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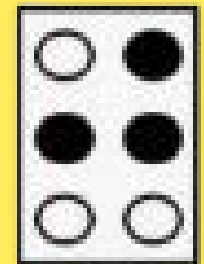
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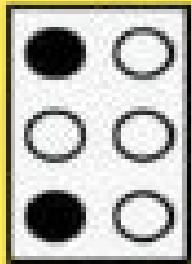
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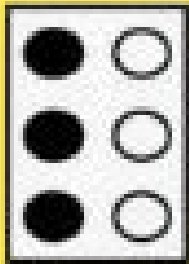
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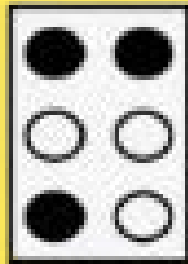
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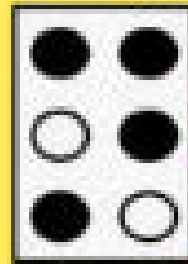
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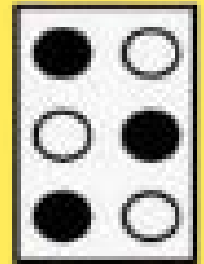
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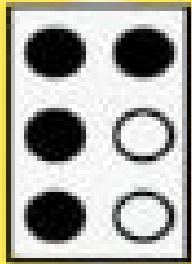
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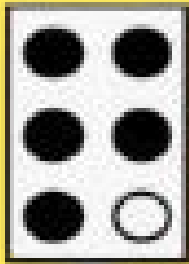
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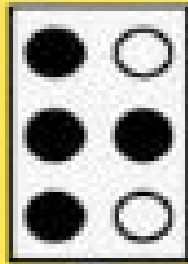
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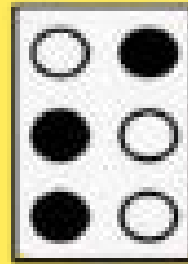
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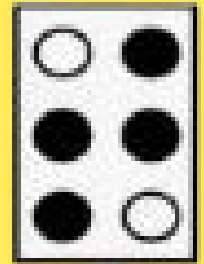
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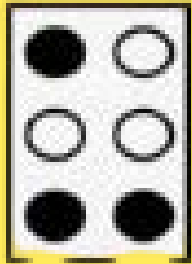
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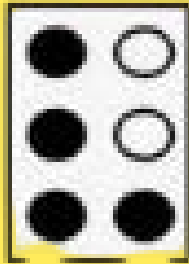
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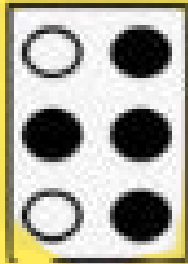
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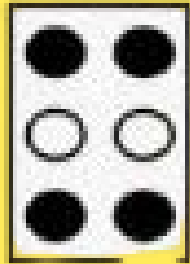
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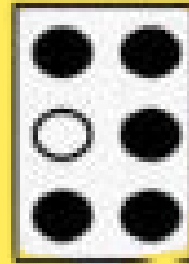
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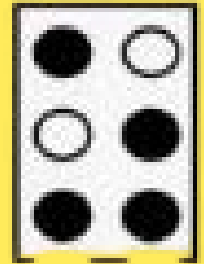
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# Things Zulay Can Do



**imagine  
stories**



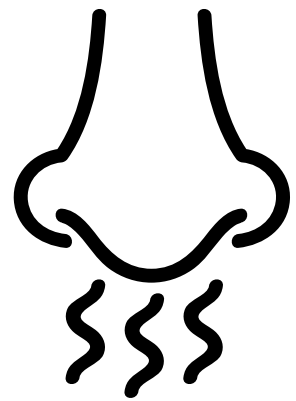
**be a good  
friend**



**use her  
cane**



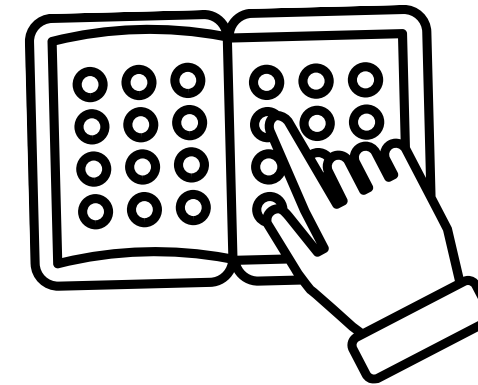
**skip**



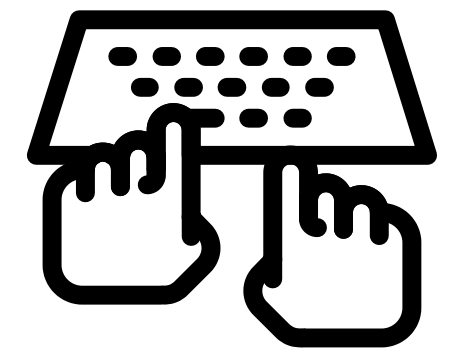
**smell**



**sing**



**read**



**type**



**yes**

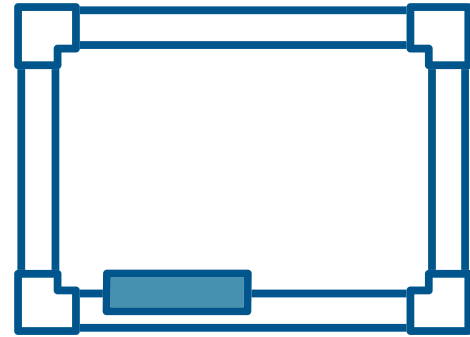


**no**



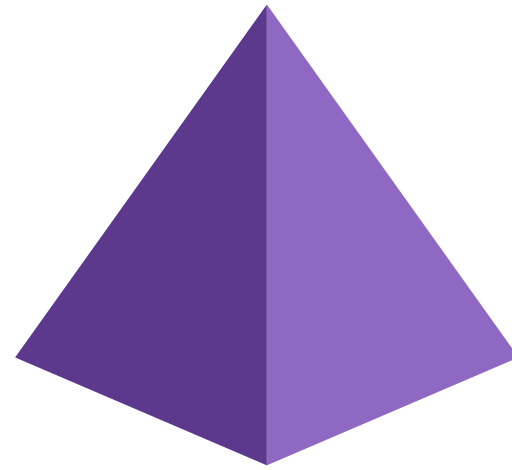
# How to Draw a Pyramid

1



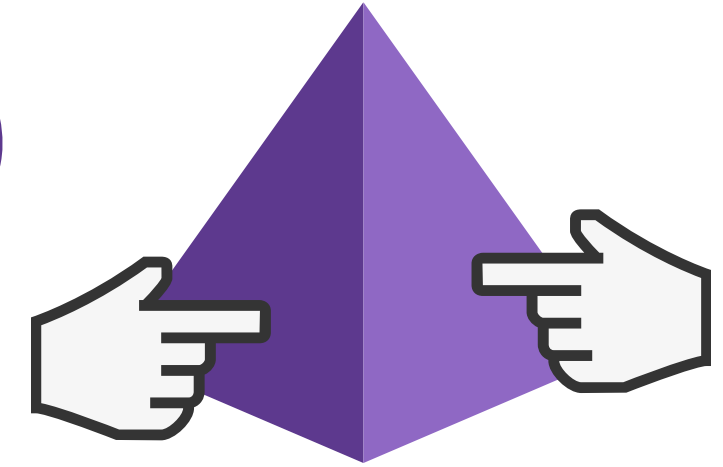
**Get a whiteboard and texta.**

2



**Get a pyramid shape.**

3



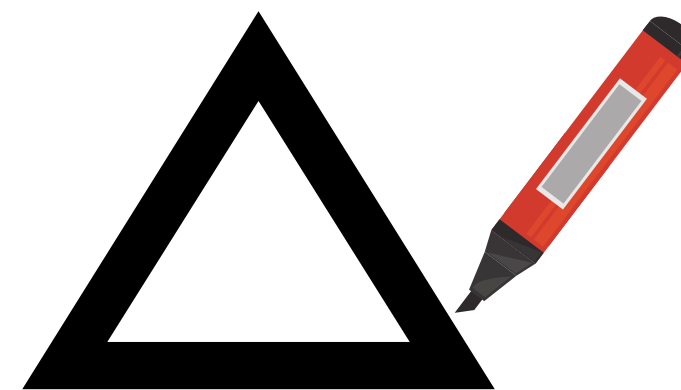
**Feel the edges of the pyramid.**

4



**Listen to your partner.**

5



**Draw your pyramid.**