

Unit Name: Inclusive Learning Through Drama

Lesson name: Fun With Auslan Sign Language

Stage: 1
Duration: 60 minutes

Lesson Overview

Students explore different ways people can communicate through sign language, speech, text, facial expressions and movement. Students learn different forms of expression using movement, vocals, hand gestures and facial expressions to convey meaning.

Lesson Outcomes

A student will learn to:

- explore role interactions in a variety of dramatic situations
- make drama in various groupings by responding to the elements of drama (e.g. tension, contrast, symbol, time, space, focus and mood)
- make meaning through the forms of drama (e.g. improvisation, movement, mime, storytelling, readers theatre and puppetry).

A student will learn about:

- engaging in the elements of drama
- making decisions about role, situation, space, voice and movement.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.</p>	<p>TEACHING</p> <p>Introduction: Forms of Communication</p> <p>Teacher Note: You may like to read over the <i>do's and don'ts of learning Auslan and communicating with deaf people guide</i>.</p> <p>1. Teacher leads the class into a discussion about the different <i>Ways We Communicate</i>.</p>

<p>DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</p> <p>Performing</p> <p>DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.</p> <p>Appreciating</p> <p>DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.</p> <p>HISTORY</p> <p>HTe-1 Communicates stories of their own family heritage and the heritage of others.</p> <p>ENGLISH</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>	<ol style="list-style-type: none"> 2. Teacher shows the <i>The Four Animals</i> that will be used in the lesson. 3. Teacher asks students if they know the names of the animals in a different language. 4. Teacher explains what sign language is and Auslan (Auslan is the Australian version of sign language). 5. Teacher shows students the signbank link for each animal. Teacher plays the link 2-3 times while students copy actions. Monkey, Bird, Rabbit, Fish. <p>LEARNING</p> <p>Group Activity: Communication and Auslan Sign</p> <p>Teacher Note: Students can do this activity either sitting at their desks, on the ground or standing.</p> <ol style="list-style-type: none"> 1. Teacher needs printed <i>Animal Cards</i>. 2. Teacher splits the class into 4 groups and gives each group an animal card. Group 1: Monkey, Group 2: Bird, Group 3: Rabbit, Group 4: Fish. 3. Each group will practice doing Auslan signs for their assigned animal. 4. Groups then use oral language to say the animal name. Students can also say animal names in their first/preferred language. 5. In their groups, students individually create their own action for the animal. (You can have the students be really expressive and use sound and body language for this one). Allow about 5-10 minutes. 6. The groups stay where they are and the teacher swaps the animal cards around, e.g. Group 1: bird, Group 2: rabbit, Group 3: fish, Group 4: monkey. Each group repeats Step 5 and the teacher continues changing the cards around so that each group has a turn at each animal. 7. In groups, students take turns (one at a time) to choose an animal to sign or act out to their group with actions only. 8. Students in the group guess what animal their classmate is acting out. 9. Teacher brings the whole class back together for discussion. <p>Discussion:</p> <ol style="list-style-type: none"> 1. Teacher leads a whole class discussion and places the animal cards out the front on display. <ul style="list-style-type: none"> - <i>What are some things these animals can do?</i> (show each animal card) <p>Examples and Auslan Action Signs:</p> <ul style="list-style-type: none"> - <i>Monkeys are usually good climbers.</i> Auslan Sign for Climb - <i>Most birds can fly through the air.</i> Auslan Sign for Fly - <i>Rabbits can usually dig to make burrows and tunnels underground.</i> Auslan sign for Dig
--	--

- *Fish can swim and breathe underwater. Auslan sign for [Swim](#)*

Reflection Questions:

- *How do you think each of these animals communicates?*
- *Are their ways of communication the same as humans?*
- *Does it matter if one can't swim, or climb or fly or dig?*
- *Do we judge a fish on its ability to climb? Or a monkey on its ability to fly? etc.*
- *Which animal did you like acting out best? Why?*
- *If you could be one of those animals, which one would you be? Why?*

Whole Class Activity: Simon Says

Class plays Simon says with sign language. Include the animals and animal actions e.g.

- *Simon says - Say 'monkey'.*
- *Simon says - Do your own sign for a monkey.*
- *Simon says - Do Auslan sign language for a monkey.*
- *Simon says - Do the Auslan sign for the action a monkey makes.*

Discussions Points: Relating Animals Back to Culture

1. *Does anyone know the animal names in a different language? Can you teach us? (Where applicable, have the class repeat in the student's language).*

Example: Gumbaynggirr language word for bird is jiiibiny [Gumbaynggirr Language database - NPWS Discovery resource](#)

2. *Are any of these animals important to anyone's culture?*

Example: Chinese New Year (rabbit or monkey), fishing culture, or birds for food, art, feathers, using pigeons for delivering mail.

3. The resources below are for making a connection between animals and culture. The teacher may like to display these on an interactive whiteboard and discuss.
 - **Rabbit/Monkey: Chinese New Year** (Visual Display) **Chinese Zodiac Calendar** (printable version).
 - **Fish: Fish** Students may relate to times they have explored rivers, snorkeled on coral reefs or have knowledge of deep-sea fish. (Divers also have their [own signs](#) they use to communicate underwater).
 - **First Nations People Fishing Photos:** **Warning: the following website may contain photos of deceased persons. Please make any Aboriginal or Torres Strait Islander students aware.** [Historical fishing: Archival photo gallery | Australian Institute of Aboriginal and Torres Strait Islander Studies](#)

	<ul style="list-style-type: none"> - Birds: Pigeon mail Human uses of birds have included both economic uses such as food and as messengers, as well as symbolic uses such as art, music and religion, for thousands of years. <p>ASSESSMENT</p> <p>No formal assessment has been provided for this activity.</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: All the signs for Auslan in this lesson can be done sitting down or standing up. Students can also use drawings, speech or text as forms of communication in the activity. They can say for example, “thumb is placed on the side of the head at the temple. Index and middle finger bend down and up 3 times together while the other two fingers stay down” (Rabbit). For mobility or dexterity, students can use preferred hand or use a device to assist them.</p> <p>Vision: If a student is comfortable with touch, have a teacher or classmate show them the sign by moving their hands and arms for them. Students will need verbal instruction to explain the signbank clips. Also, have a classmate explain the actions used for guessing the animal. Example: “thumb is placed on the side of the head at the temple. Index and middle finger bend down and up 3 times together while the other two fingers stay down” (Rabbit). Provide enlarged/bigger font of lesson resources.</p> <p>Hearing: Include visuals. Have simple instructions written on the board for students to read. Some assistance or sound device may be needed for direction with the tasks. Here’s a link to a resource which shows different <i>Ways We Communicate</i>.</p> <p>Sensory: Sign language is quiet, however class can become quite noisy when it comes to students doing their own acting. Students sensitive to sound might like to use headphones (check there are some ready). Have the student’s chair set up in a place they are comfortable. Have a place students can go if they need some quiet time.</p> <p>Non-verbal: Encourage students to use sign language as well as movement to show which animal they are acting out. Have <i>Animal Pictures</i> and <i>Animal Cards</i> ready for students to look at and use. Ask students yes and no questions suited to their ability, or use pictures for them to point to.</p> <p>EAL/D: Show pictures of the animals first and ask the student what they call the animal in their language before trying to teach them the auslan sign.</p> <p>Other: Allow students alternative ways to communicate their knowledge of the task. This could be through, acting, hand gestures or oral language. Set individual goals for students e.g. communicate one animal instead of all four. Allow more space for students who need to move around more. For performance refusal or avoidance, have students work in a smaller group, in pairs, or with the teacher.</p>

Resources

- [Auslan Signbank](#) - Auslan Signbank
- [Gumbaynggirr Language database - NPWS Discovery resource](#) - New South Wales Government
- [The Four Animals](#) - Blue Sky Community Services
- [Why Do We Celebrate Chinese New Year](#) - News Corp (kidsnews.com.au)
- [How the Pigeon Post Worked](#) - Joe James (YouTube)
- [Ways We Communicate](#) - Blue Sky Community Services
- [Animal Cards](#) - Blue Sky Community Services
- [Chinese Zodiac Calendar](#) – Blue Sky Community Services

Resources for Adjustments (if applicable)

- [Ways We Communicate](#) - Blue Sky Community Services
- [Animal Pictures](#) -Blue Sky Community Services
- [Animal Cards](#) - 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 and suggestions for improvement:

ANIMAL PICTURES



A monkey climbing



A bird flying

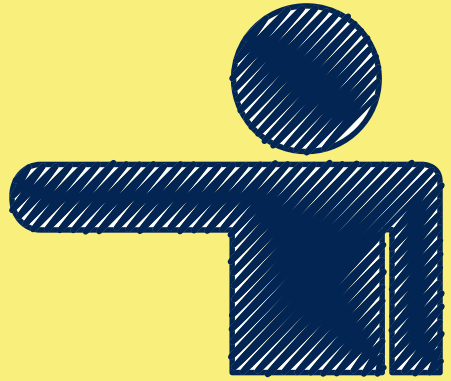


A rabbit digging



A fish swimming

body language



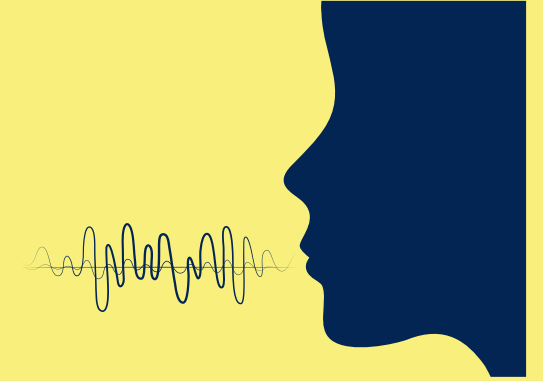
gesture



message



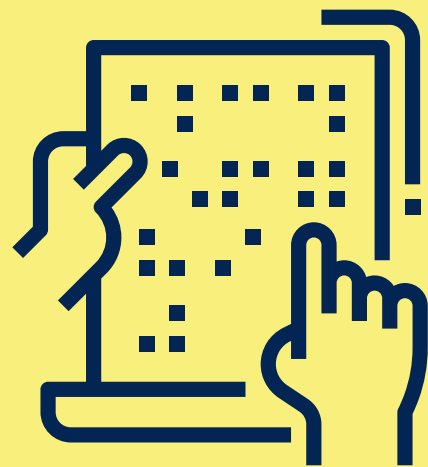
speak



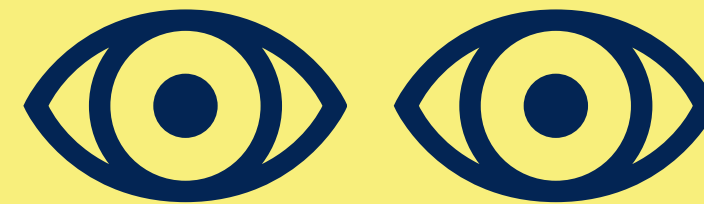
Ways we communicate



facial expressions



read



eye contact



touch

