

Unit Name: Inclusive Learning Through Drama

Stage: 1

Lesson name: Interactions in the Playground

Duration: 40 minutes

Lesson Overview

Through acting scenarios, students will learn to communicate ways to be caring, inclusive and respectful of others. Students will be given a platform to discuss different perspectives and a safe place to ask questions. Students engage in roles through imaginative play and scenarios. This lesson allows students to learn different perspectives on the variety of ways they can interact and include others. It also encourages empathy where students are to put themselves in the shoes of others.

Lesson Outcomes

A student will learn to:

- express feelings and other responses when depicting an event, e.g. the feelings associated with the celebratory homecoming of a child
- express dramatic meaning through movement and voice
- express an understanding of the shared fiction of the drama by stepping into-role to enact a situation and stepping out-of-role to reflect on the action.

A student will learn about:

- responding to their own drama and that of others by describing their ideas and feelings
- responding to the action of the drama through individual and group roles, e.g. superheroes, protesters.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Drama- Making</p>	<p>TEACHING</p> <p>Warm-up: Acting Emotions</p>

<p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.</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>English</p> <p>EN1-1A communicates with a range of</p>	<ol style="list-style-type: none"> 1. Students are scattered around the room. 2. Teacher displays page 1 of <i>Warm-up Drama Scenarios</i> on the board. 3. Teacher chooses a scenario for the class and students imagine they are the character in the scenario. 4. Teachers display <i>Emotions for drama scenarios</i>, students choose an emotion from the board or make up their own to show how they might feel in the given scenario. 5. The whole class acts out the scenario at the same time. Students might like to use body language and movement or make facial expressions to help them act out and express what they feel. 6. Teacher asks a number of students to tell the class what emotion they were acting out and why. 7. Repeat 4 -5 times so students can act out a number of scenarios. <p>LEARNING</p> <p>Group Activity: Discussion</p> <ul style="list-style-type: none"> - <i>How would you like to be included?</i> - <i>What might it feel like if you wanted to be included but didn't know how to be included?</i> - <i>What is a scenario?</i> A scenario is a setting or situation. It includes the place and events at a particular time. <p>Group Activity: Interacting with Others</p> <ol style="list-style-type: none"> 1. Students form a semi-circle (sitting or standing). 2. Discussion Point: <i>Everybody is different in their own special way - that is what makes us all unique! How we treat and think of others is important as everybody is dealing with different challenges in their life. It is always great to try to help others but we must also remember that it is always best to ask!</i> 3. One student is picked to go to the front. 4. This student is given a <i>Drama Scenario (Interactions in the playground)</i> or students can share a feeling or situation they have experienced. 5. Student 1 acts out the situation or scenario. <ul style="list-style-type: none"> <u>Example Scenario:</u> A student may not know how to kick a ball and is scared of playing soccer as they have never played it. 6. Teacher asks <i>Who thinks they can help with this situation?</i> A volunteer is then chosen (student 2) and joins student 1 at the front of the class.
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<p>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-10</p> <p>uses interpersonal skills to effectively interact with others</p> <p>PDe-3</p> <p>communicates ways to be caring, inclusive and respectful of others</p>	<ol style="list-style-type: none"> 7. Student 2 has to improvise how they would interact with student 1, focusing on how they would like to be treated if they were in that position. 8. Teacher chooses 2-3 other students to come up individually and share their ideas on what they would do in that same situation. 9. The student in the middle then expresses how they would like to be treated, e.g. Reflection Prompts. 10. After each scenario the teacher can ask questions from Scenario Teacher Discussion Points to encourage different perspectives and ideas. 11. Teacher chooses a different student to go into the middle with their own situation or given a new Drama Scenario (Interactions in the playground). <p>Reflection:</p> <p style="padding-left: 20px;"><i>Remind the class that we all need assistance, ideas or help sometimes. Whether it be in the playground, in the class, or outside of school.</i></p> <p style="padding-left: 20px;"><u>Examples and possible outcomes of people helping each other.</u></p> <ul style="list-style-type: none"> - Johnny found Alice's lunch box she lost by quickly zooming through the playground on his wheelchair. - Grace is really excited because she didn't know what game to play and was bored with the games she knew. Then Advika taught her a new game that she had learnt in India. They played together all through the lunch break. - Laf showed the new student Jesse around the school and then Jessie taught him how to play handball. They are excited to play again tomorrow. - Shari, who was unsure how to make friends, helped Kia up the stairs, and then they sat together and Kia asked Shari if she wanted to draw pictures on her plaster cast. They spent the rest of the lunch break drawing and chatting together. <p>Reflection:</p> <ol style="list-style-type: none"> 1. Teachers can provide students with How We Treat Others Activity Questions to support the discussion. <ul style="list-style-type: none"> - <i>What have you learnt from this activity?</i> - <i>How did it feel being the person in the middle of the circle?</i> - <i>Did it help give you ideas to help others?</i> - <i>Have you assisted in a scenario like this before?</i> - <i>Have you got any questions?</i>
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	<p>ASSESSMENT</p> <p>Use Assessment while students are acting out how they would respond to a scenario. Recording Sheet For Assessment of Outcomes</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: Students could stay where they are and act from that position or complete all activities where they feel most comfortable. This may include sitting or standing. The environment may need to be considered or adapted for accessibility.</p> <p>Vision: Give students direction in where to stand. Provide optical magnifiers or enlarge on the white board <i>How We Treat Others -Drama Scenarios</i> and <i>Reflection Prompts</i>.</p> <p>Hearing: Provide students with <i>Instructions for Scenario Lesson</i> or more detailed <i>Lesson#6 - Language Support</i> during the lesson for clarification. Use sound devices if available. Ensure any background noise is minimised. Repeat any questions the class has asked, before answering. If possible have a teacher or assistant sign. Display <i>How We Treat Others - Drama Scenarios</i>.</p> <p>Sensory: Create a space in the classroom that gives students a ‘break’ from constant environmental stimulants.</p> <p>Non-verbal: Students may participate in performance using their preferred means of communication. Incorporate technology or devices in group work and ask questions appropriate for the individual student. Have a student or teacher explain the scenario that is taking place.</p> <p>EAL/D: Provide students with <i>Lesson #6 - Language Support</i> during the lesson for clarification. Use Google translate to convert text to their language (if they are able to read).</p> <p>Other: Behaviour may change due to avoidance in this activity. If a student is uncomfortable being in front of the class, have them take a friend with them when going up to the front of the class, or perform just to the teacher or partner. You may also look at allowing the student to stay where they are and speak from there, or have students tell the teacher their ideas and thoughts instead of the whole class.</p>

Resources

- [Warm Up Drama Scenarios](#) - Blue Sky Community Services
- [How We Treat Others - Drama Scenarios](#) - Blue Sky Community Services
- [How We Treat Others - Drama Scenarios - Printer Friendly](#) - Blue Sky Community Services
- [Reflection Prompts](#) - Blue Sky Community Services

Additional Resources:

- [Wheelz in the Air: Hitting the Skatepark on a Wheelchair](#) - Great Big Story - Aaron "Wheelz" Fotheringham (You Tube)

Resources for Adjustments (if applicable)

- [Lesson #6 - Language Support](#) - Blue Sky Community Services
- [Instructions for Scenario 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 and suggestions for improvement:	

Drama Scenarios

- A child at a theme park.
- An elderly person carrying heavy shopping.
- A hungry baby.
- A person watching a funny TV show.
- People doing cultural dances.
- Wheelchair racing.
- A person drawing with their feet.
- A person stargazing.
- Lying on the beach.

Emotion Words

Excited

Scared

Curious

Tired

Angry

Upset

Happy

Joyful

Relaxed

1. A student has never played with a basketball ball and wants to learn how to throw one to get it in the hoop.

2. A student who is not ready to go back into class.

3. A student who is new and does not know their way around.

4. Students who have not yet learnt to kick a ball and are scared of playing soccer as they don't know how to yet.

5. A teacher or student who does not hear the bell.

6. A person who is unsure how to make friends.

7. A student who is unable to use the stairs.

8. A student who wants to play a game that does not involve talking.

9. A student who speaks another language.

10. A student who does not know how to play handball yet.

11. A student who wants to join in playing a game but is scared they might lose the game for their team mates.

12. A student who does not know what game to play.

13. A student who has lost something in the playground.

Empty response box for item 11.

Empty response box for item 12.

Empty response box for item 13.

Empty response box for item 14.

Empty response box for item 14.

Empty response box for item 15.

Empty response box for item 15.

A student has never played with a basketball ball and wants to learn how to throw the ball in the hoop.

A student who is not ready to go back into class.

A student who is new and does not know their way around.

Students who have not yet learnt to kick a ball and are scared of playing soccer as they don't know how to yet.

A teacher or student who is does not hear the bell.
Why could this be?

A person who is unsure how to make friends.

A student who is unable to use the stairs.

A student who wants to play a game that does not involve talking.

A student who speaks another language.

A student who does not know how to play handball yet.

A student who wants to join in playing a game but is scared they might lose the game for their team mates.

A student who does not know what game to play.

A student who has lost something in the playground.

An empty rectangular box with a blue border, intended for a response.An empty rectangular box with a blue border, intended for a response.An empty rectangular box with a blue border, intended for a response.An empty rectangular box with a blue border, intended for a response.An empty rectangular box with a blue border, intended for a response.

Reflection

I liked it when.....

It made me feel.....

I liked it when _____ helped me

Lesson 6- Language Support

Activity 1:

1. The teacher gives a scenario.
2. Act out how you would feel in that scenario. What emotions are you feeling?

Activity 2:

- *How do we all like to be included?*
 - *How does it feel not to be included?*
 - *What is a scenario?*
1. Make a circle in the room.
 2. One student stands in the middle (Student 1).
 3. Student 1 will get a scenario.
 4. Student 1 will act out the scenario.
 5. Another student will step into the circle (Student 2).
 6. Student 2 will act out how they would interact with student 1, if they were in that scenario/situation.
 7. Class discussion about scenarios and acting.

Reflection:

- *What have you learnt from this activity?*
- *How did it feel being the person in the middle of the circle?*
- *Did it help give you ideas to help others?*
- *Have you assisted in a scenario like this before?*
- *Have you got any questions?*

Scenarios Lesson - Instructions

1. Form a semi-circle.
2. Use scenarios.
3. Act out and respond to scenarios.