Unit Name: Inclusive Learning Through Drama	**Stage:** 2
Lesson name: Constructing a Character	**Duration:** 60 minutes

Lesson Overview

Individually and collaboratively, students discuss and explore the possible personality traits and interests of an unknown character. Students are to create a character from a visual stimulus and are encouraged to reflect upon and challenge any assumptions or preconceived ideas they may have. When creating and performing these characters, students will focus on the dramatic elements of voice, gesture, and movement.

Lesson Outcomes

A student will learn to:

● express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements
● consolidate interpretative and symbolic work in the drama forms of improvisation, movement, storytelling, and play building
● devise drama using narrative or episodic sequences in collaboration with others
● interpret the meaning of their own drama and that of others.

A student will learn about:

● making decisions and asking questions which help to develop in-role depth and dramatic responses
● acting in and devising drama from the perspective of drama maker and audience
● appreciating drama by viewing others' performances.

Syllabus Outcomes	Teaching, Learning and Assessment
DRAMA **Making**	**TEACHING** **Warm-up:** Exaggeration Circle 1. All students stand in a large circle.

DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.
 	
DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.
 	
Performing DRAS2.3 Sequences the action of the drama to create meaning for an audience.
	2. One student is the first player. This student is to create and perform a small movement of their choice. Teacher displays **Small Movements** visual.
	3. The next player (the student to their left) takes over the movement and makes it even bigger. This student exaggerates the original movement.
	4. This continues all the way around the circle until the last person takes the movement to the EXTREME.
	5. After a few students have had a turn with the movement, tell the students they can now add sound effects as well.
	6. If the teacher notices that the movements are getting too off course, the next student may be designated to start a new round by creating a new movement.
	Teacher Note:
	- Encourage the students to never lose a sense of the original movement in their exaggerations.
	- This can be a great lead into character development, taking small traits and enhancing them to extremes.
	
	LEARNING
	
	Group Activity: Character Cards
	
	1. Students are each provided with a **Drama Character Card**.
	2. Multiple students will be given the same card in order to gain different perspectives.
	3. As a class, students brainstorm about who their character might be.
	4. Students might share possible details of their character, such as: name/age/location/hobbies/likes/dislikes/family.
	5. Teacher-led discussion:
	   - *Why do you think this about this character?*
	   - *Do you know anyone that reminds you of this character?*
	   - *Does anyone have the same character card but think something different about their character?*
	   - *Have you ever made an assumption about a person and then found out that your assumption was incorrect?*
	
	Individual Activity: Establishing Character
	1. Students complete a set of questions to help create their character.
	   Teacher may choose to provide either:
	   A. **Creating a Character Questions** document for students to write on.
	   B. **Creating a Character Visual** as a prompt.
	2. Teacher may choose to give students the **Character Profile Outline** to write/draw their ideas around.
	3. Students establish a basic character profile, delving into the character's personality and interests.
	4. Students are provided with scenarios using:
	   A. **Scenario Visual**

	B. Scenario Cards
	C. Teacher to let students pick their own scenario.
	5. Students then decide how the character that they created would act in a basic scenario, e.g. *My Character Example*
	6. As a class, look at the *My Character Example* and identify where the dramatic elements of voice, gesture and movement could be inserted.
	Can you identify where you:
	  - *might change your voice to emphasise certain words, e.g. "REALLY!"*
	  - *add gestures to express emotions, e.g. hands over ears in fear of a balloon popping.*
	  - *Include movement such as moving quickly from one side of the stage to the other.*
	7. During planning time, students focus on incorporating the dramatic elements of voice, gesture and movement to create their character.
	
	Presentation:
	1. Students present their character to the class or in small groups.
	2. Students and teachers can question and reflect on students' choices and assumptions in character building. Example questions/comments:
	  - *Why did you choose to do _____ with your body?*
	  - *I could tell that your character was unhappy when you put your hands on your hips.*
	  - *Could you have used your voice to make "really" sound more like a question?*
	  - *When you moved quickly across the stage I could see that you were feeling angry.*
	
	ASSESSMENT
	No formal assessment has been provided for this activity.

Adaptations, Considerations and/or Adjustments **Note:** Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.	**Physical:** During the warm-up game, ensure the area is accessible. Allow students to choose a character they feel comfortable acting out. **Vision:** Provide large font versions of resources *Scenario Cards* and *Creating a Character Questions*. Provide *Character Cards - Large Print*. Activity 1: The game can be set up in a circle where the students will complete the activity on the spot. Exaggerating words or sentences could be used instead of movements (whispering to shouting). Activity 2: Provide a written description of the character card in order for students to use 'Talk to Text'. If another student has the same card, students could work in pairs - this will allow another student to verbally describe the character for them. Have all students describe how they would act as their character. Provide all questions in verbal forms and give visual resource examples verbally. **Hearing:** Provide the *Lesson 3 - Language Support S2* for students to view throughout the lesson for clarification. Class may swap audible applause for 'Jazz Hands' - shaking both of their open hands in the air.

	Sensory: If sensitive to loud noise, class may swap audible applause for 'Jazz Hands' - shaking both of their open hands in the air. Create a space in the classroom that gives students a 'break' from constant environmental stimulants. Have a quiet area in which a group can plan their performances.
	Non-verbal: Students may participate in performance using their preferred means of communication. Support students' preferred ways of communication. Incorporate technology or devices in group work, and ask targeted closed questions, provide the option for a specific role in group performance, e.g. scribe or organiser.
	EAL/D: Provide the *Lesson 3 - Language Support S2* for students to view throughout the lesson for clarification. Students can use the *Character Profile Outline* to write/draw around.
	Other: If students have performance avoidance, allow alternate ways of performing, e.g. groups can be recorded using a device and the video can be shown to the class or students can perform to the teacher or small audience.

Resources

- Drama Character Cards - Blue Sky Community Services
- Creating a Character Questions - Blue Sky Community Services
- Creating a Character Visual - Blue Sky Community Services
- Character Profile Outline - Blue Sky Community Services
- My Character Example - Blue Sky Community Services
- Scenario Visual - Blue Sky Community Services
- Scenario Cards - Blue Sky Community Services
- Small Movements – Blue Sky Community Services

Resources for Adjustments (if applicable)

- Lesson 3 - Language Support S2 - Blue Sky Community Services
- Character Cards - Large Print - Blue Sky Community Services
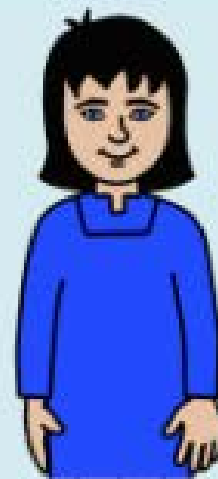
Lesson Evaluation/Reflection
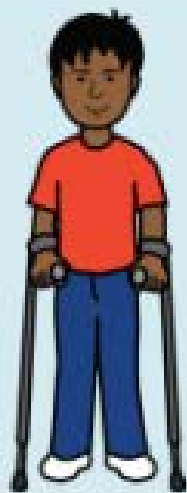
The lesson adequately addresses syllabus outcomes.	❏
The lesson reflects the needs, interests and abilities of all students.	❏
The lesson provides an opportunity for students to demonstrate what they know and can do.	❏
The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	❏
Additional comments and suggestions for improvement:	

Character 1	Character 2	Character 3	Character 4
Character 5	Character 6	Character 7	Character 8

Character 9

Character 10
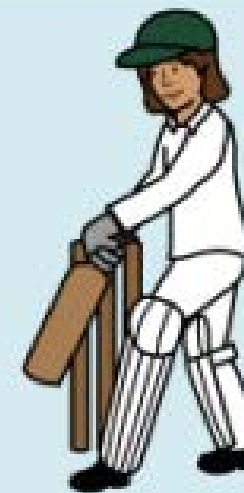
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Character 12

Character 13

Character 14
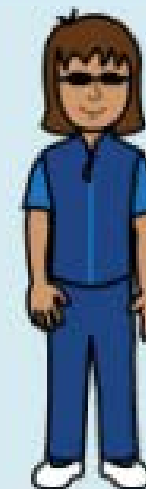
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Character 16

Character 17
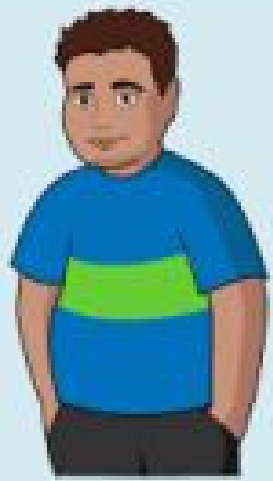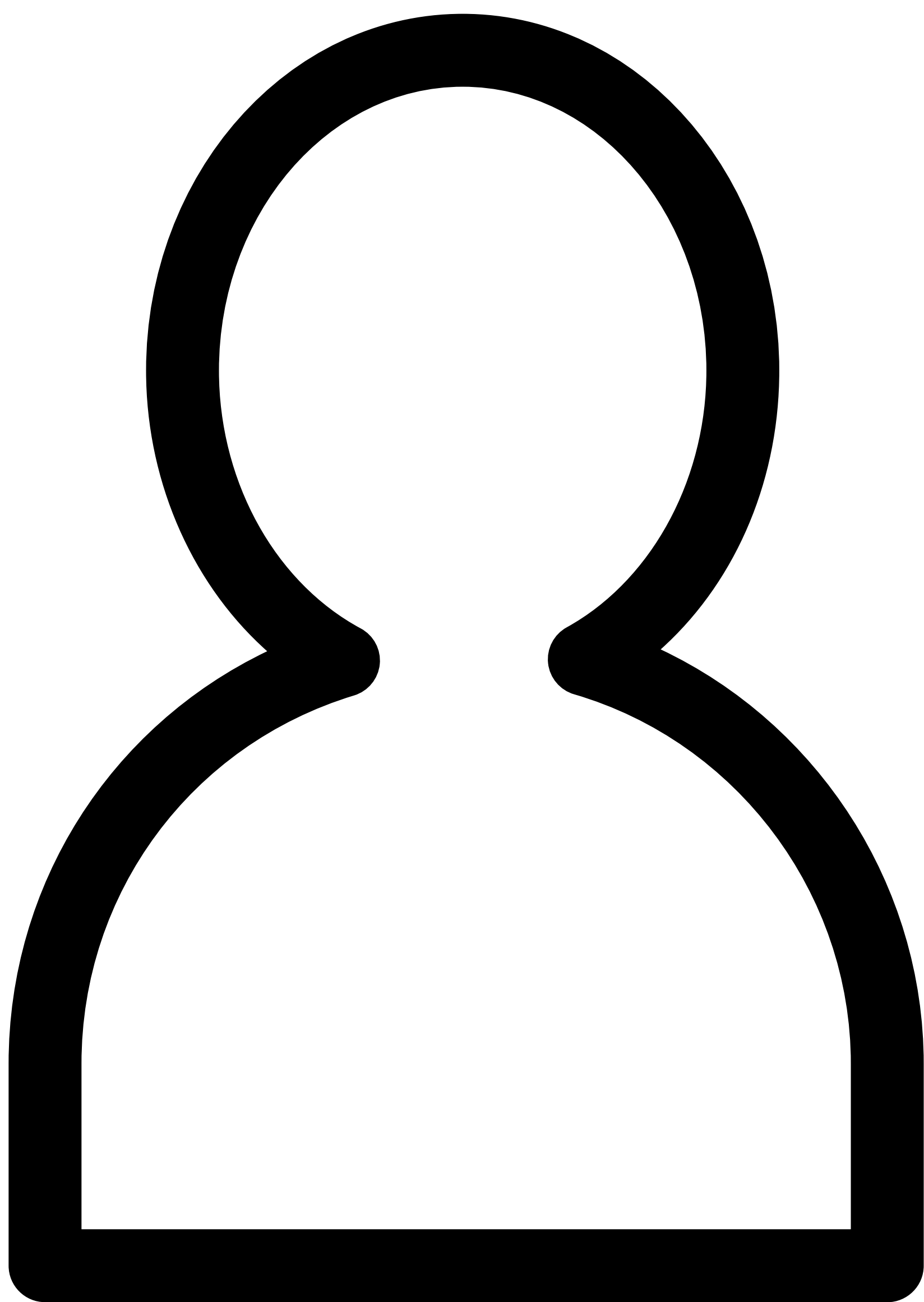
Character 18

Character 19

Character 20

Character 21

Character 22

Character 23

Character 24

Character 25

Character 26

Character 27
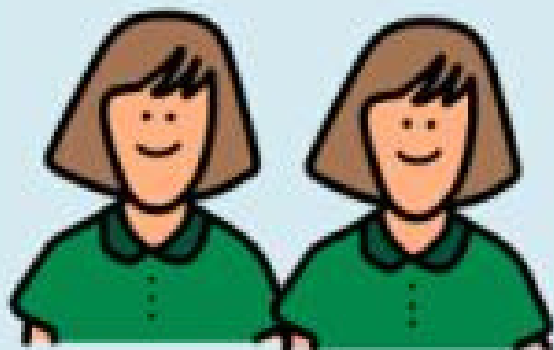
Character 28

Character 29 & 30

Character 31

Character 32
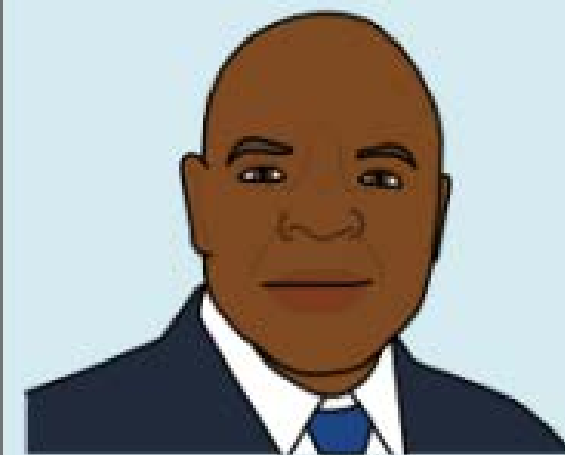
Character 33

Character 34	Character 35	Character 36	Character 37
Character 38	Character 39	Character 40	Character 41
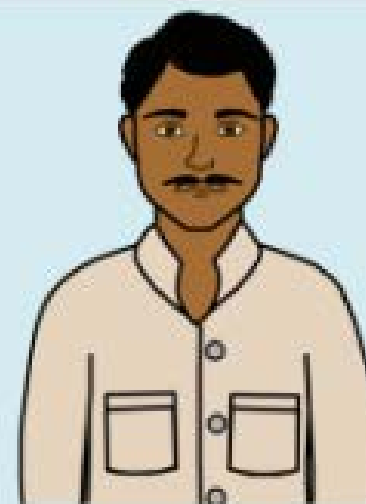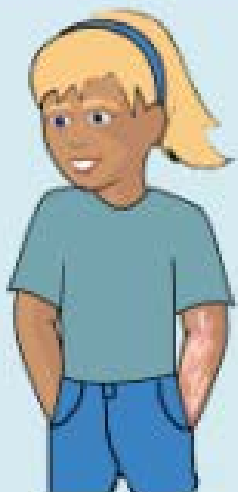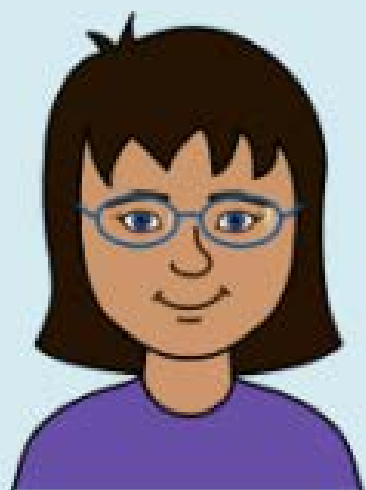
Character 42	Character 43	Character 44	Character 45
Character 46	Character 47	Character 48	Character 49

Character 50

My Character

Name:_____

What is your character's name?	
How old are they?	
Where do they live?	
Who do they live with?	
How many family members do they have?	
What is their favourite food?	
What language/s do they speak?	
What is their favourite colour?	
What do they like to do in their free time? What are their hobbies?	
Does your character have any pets?	
What are some things your character is successful at?	
What is something that your character is scared of?	
What makes your character happy?	
What does your character get annoyed at?	
What is one thing your character wants more than anything else?	

What are your characters dreams/hopes for the future?	

Creating a Character

- **name**
- **age**
- **family**
- **where they live**
- **least favourite food**

- **languages they speak**
- **hobbies**
- **pets**
- **hopes**
- **favourite colour**

" My character got invited to a birthday party, but he wasn't quite as excited as the other kids. He is REALLY scared of balloons! My character will try to stand far away from the balloons at all times at the party. But luckily… my character's favourite food is cake, so he will still have a good time!"

SCENARIOS

- going to a birthday party
- a spaceship lands in town
- having dinner at a restaurant
- eating lunch with friends
- going for a bush walk
- playing a ball game
- dancing with friends
- animals have escaped the zoo

- flying on an aeroplane
- fishing at the river
- the school athletics carnival
- going to the movies
- having a picnic
- catching a train
- going to the beach
- having a celebration

Going to a birthday party.	Participating in the school athletics carnival.	All of the animals have escaped from the zoo.	A spaceship lands in the middle of town.
Having dinner at a restaurant.	Flying on an aeroplane.	Going to the movies.	Having a picnic.
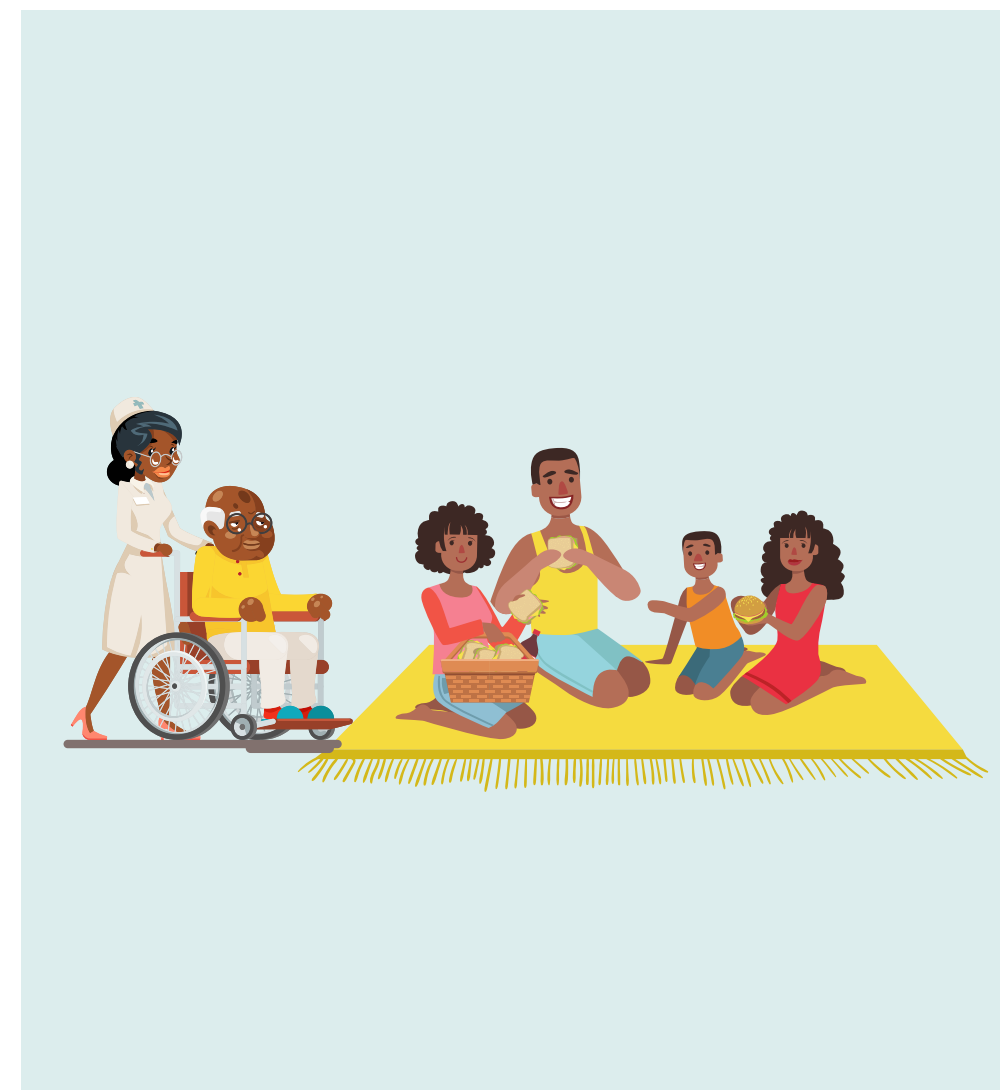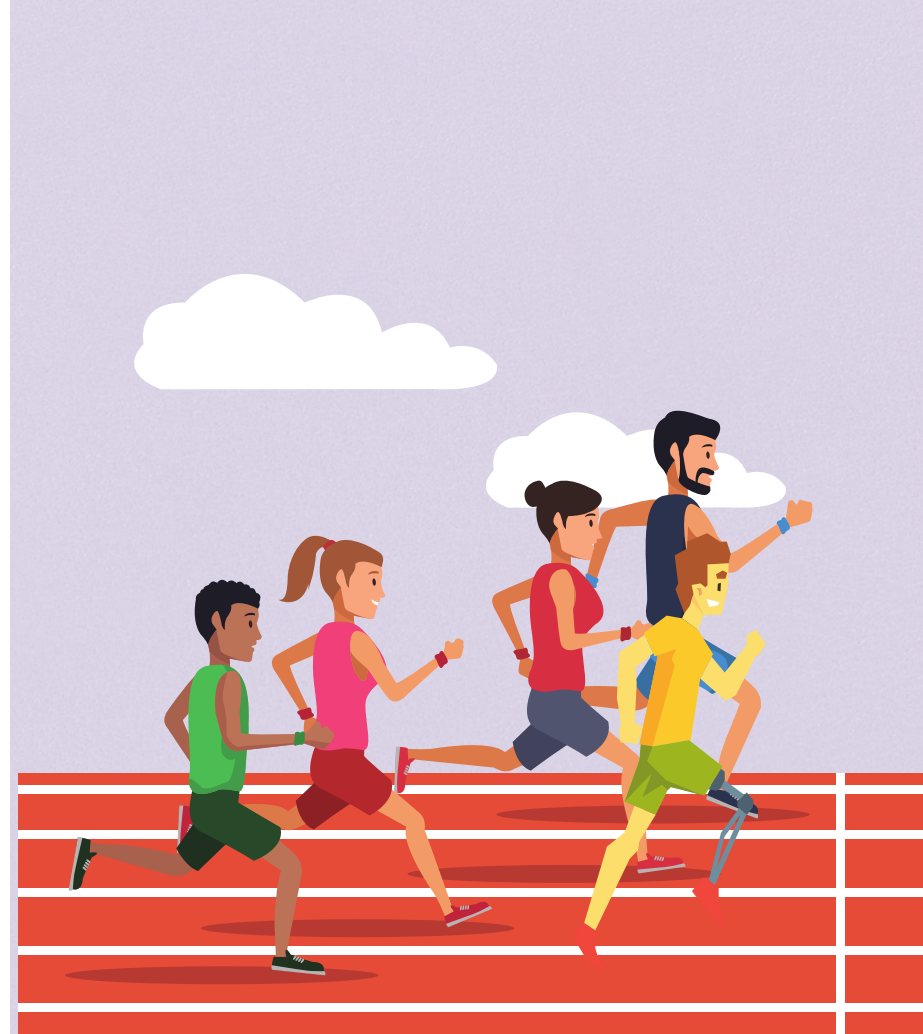
Catching a train.	Going to the beach.	Fishing at the river.	Having a celebration.
Going for a bush walk.	Eating lunch with your friends.	Playing a ball game.	Dancing with your friends.
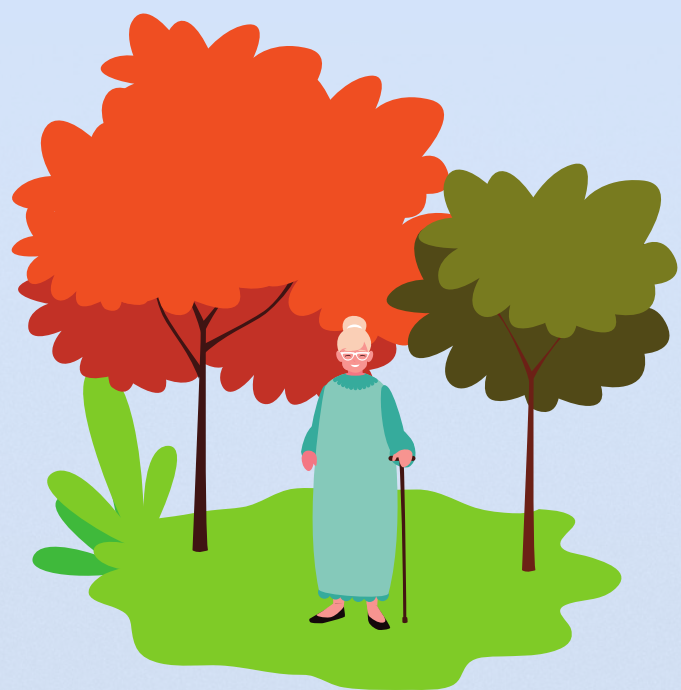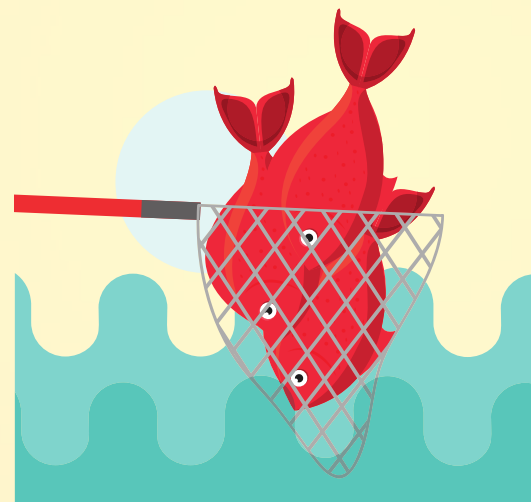
Small Movements

Try:
- bopping your head
- shuffling your feet
- thumbs up
- clicking your fingers
- waving
- tapping one foot
- moving your shoulders

Pretend to:
- dribble a ball
- surf a wave
- catch a fish
- drive a car
- step in a puddle
- fly a kite
- walk through a door

Lesson: Constructing a Character

Activity 1:

Warm up: Exaggeration Circle

1. Stand in a large circle.
2. One student is the first player. This student is to create and perform a small movement of their choice.
3. The next player (the student to their left) takes over the movement and makes it even bigger. This student exaggerates the original movement.
4. This continues all the way around the circle until the last person takes the movement to the EXTREME.

Activity 2:

Group Activity: Character Cards

1. You will be given a [Drama Character Card](#).
2. Brainstorm with your class about who your character might be.
3. Possible details of your character might be: name/age/location/hobbies/likes/dislikes/family.
4. Discuss:
   - *Why do you think this about this character?*
   - *Do you know anyone that reminds you of this character?*
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   - *Have you ever made an assumption about a person and then found out that your assumption was incorrect?*

Activity 3:

Individual Activity: Establishing Character

1. Complete a set of questions to help create your character.
2. You will be provided with scenarios to choose from.
3. Decide how the character that you created would act in your scenario.
4. Look at the example scenario on the whiteboard.
   Can you identify where you:
   - *Might change your voice to emphasise certain words, e.g. "REALLY!"*
   - *Add gestures to express emotions e.g. hands over ears in fear of a balloon popping.*
   - *Include movement such as moving quickly from one side of the stage to the other.*

   7. During planning time, focus on incorporating the dramatic elements of voice, gesture and movement to create their character.

Activity 4:

Presentation

1. Present your character to the class.
2. Question and reflect on students' choices and assumptions in their character building.
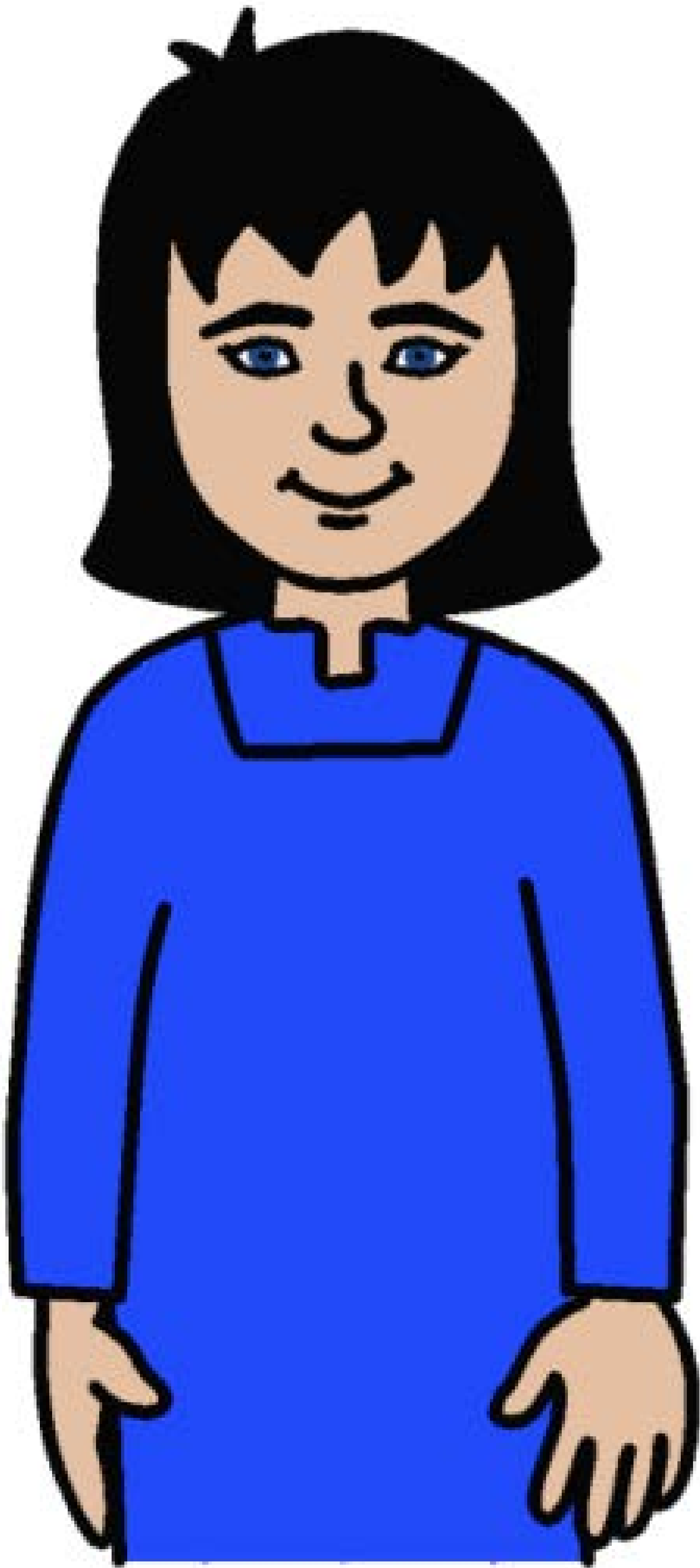
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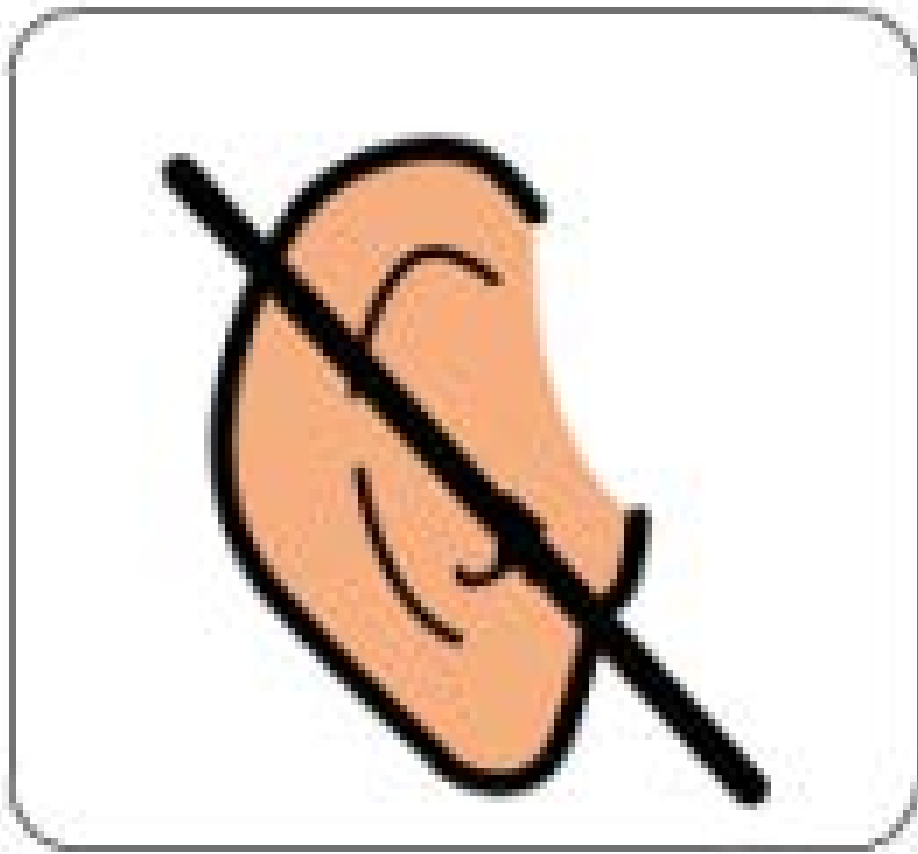- *When you moved quickly across the stage I could see that you were feeling angry.*
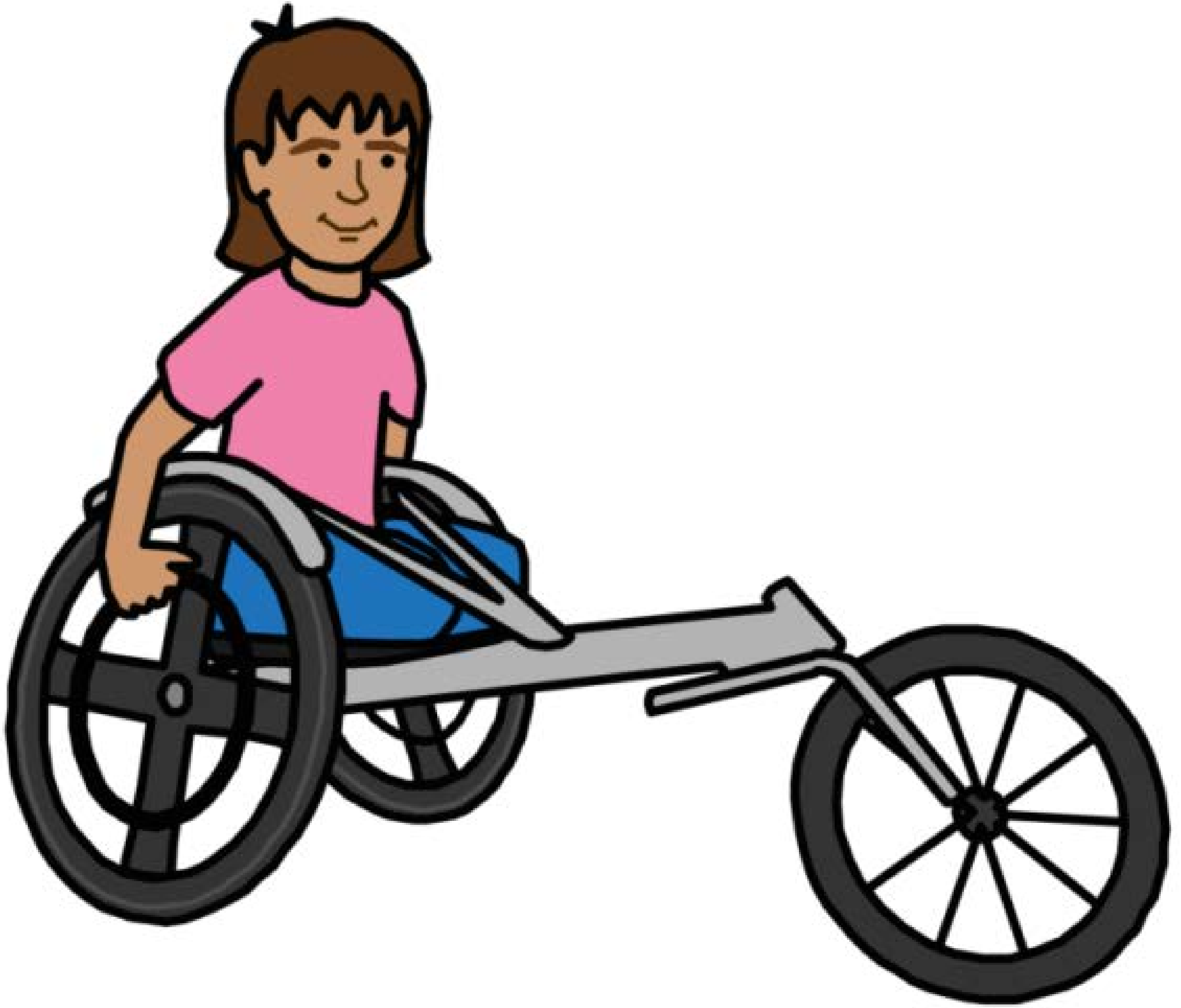
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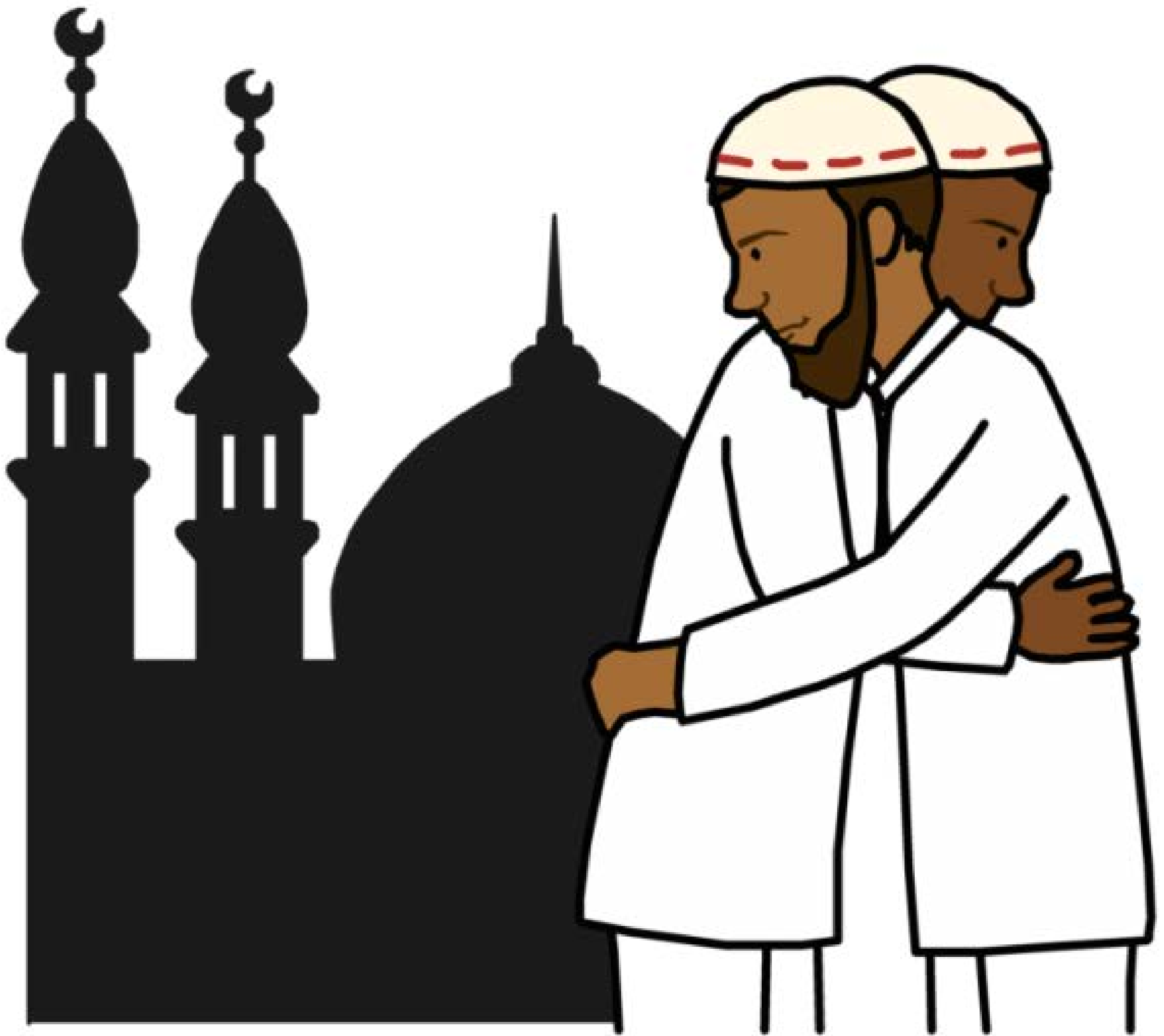
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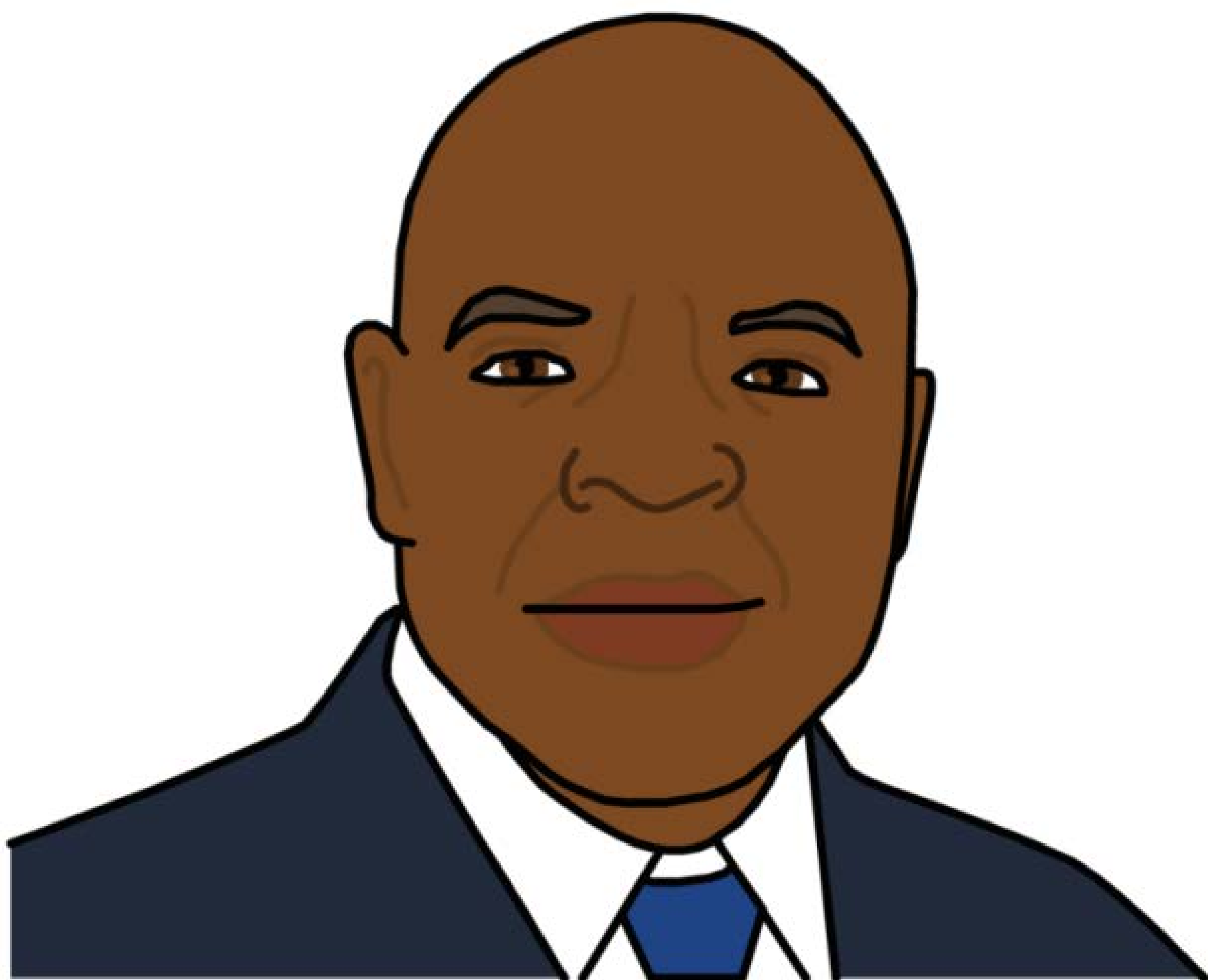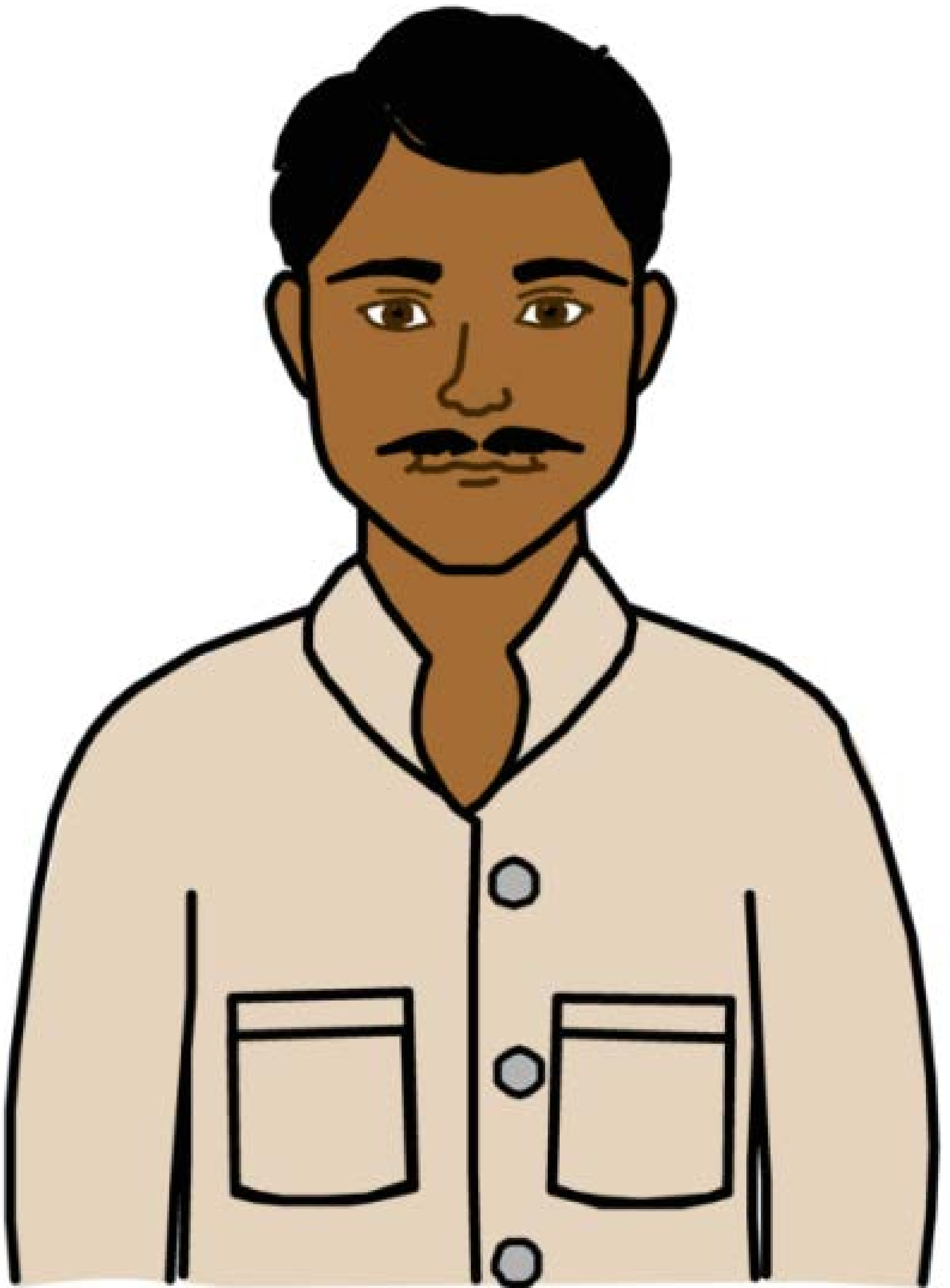
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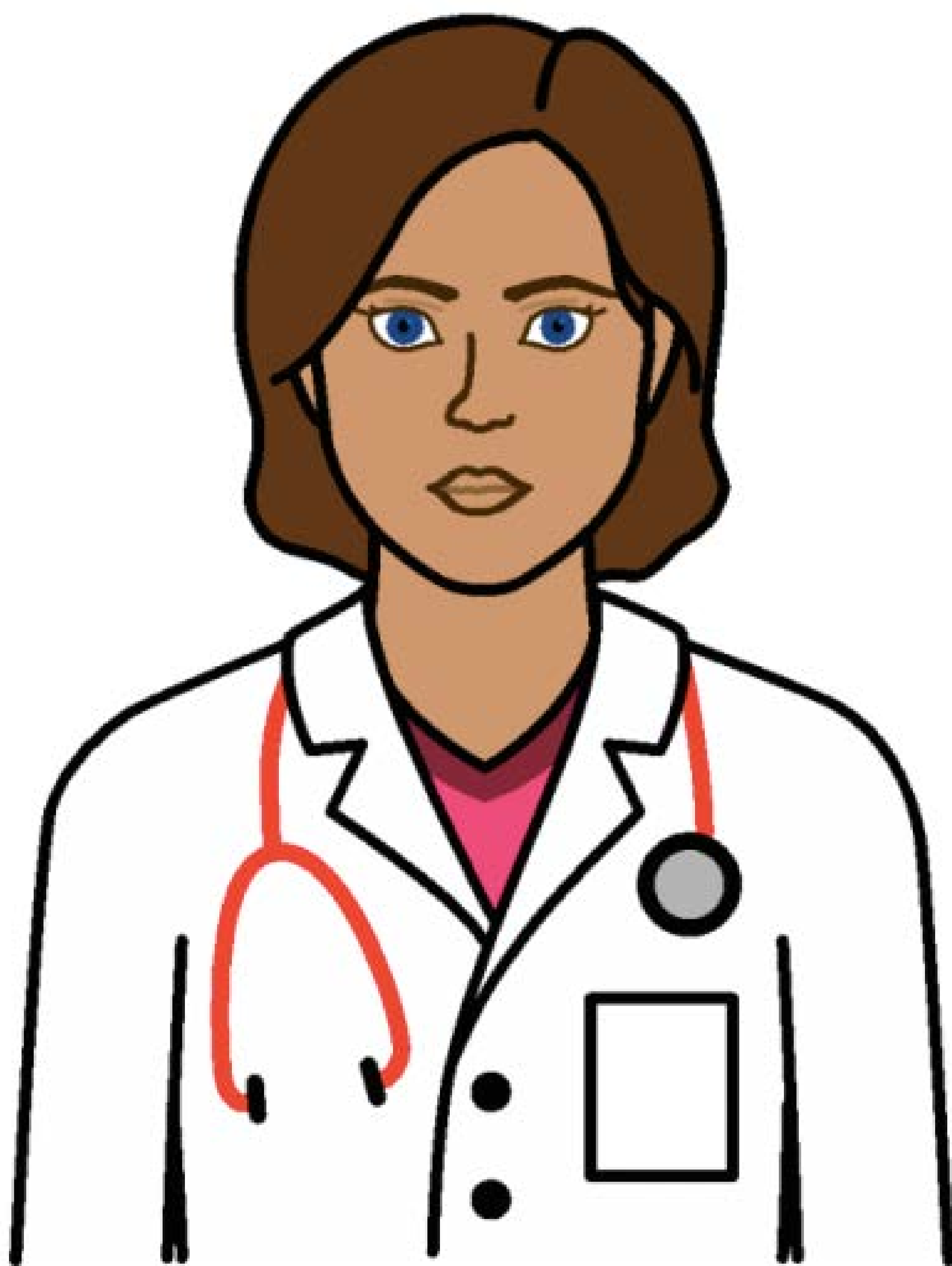
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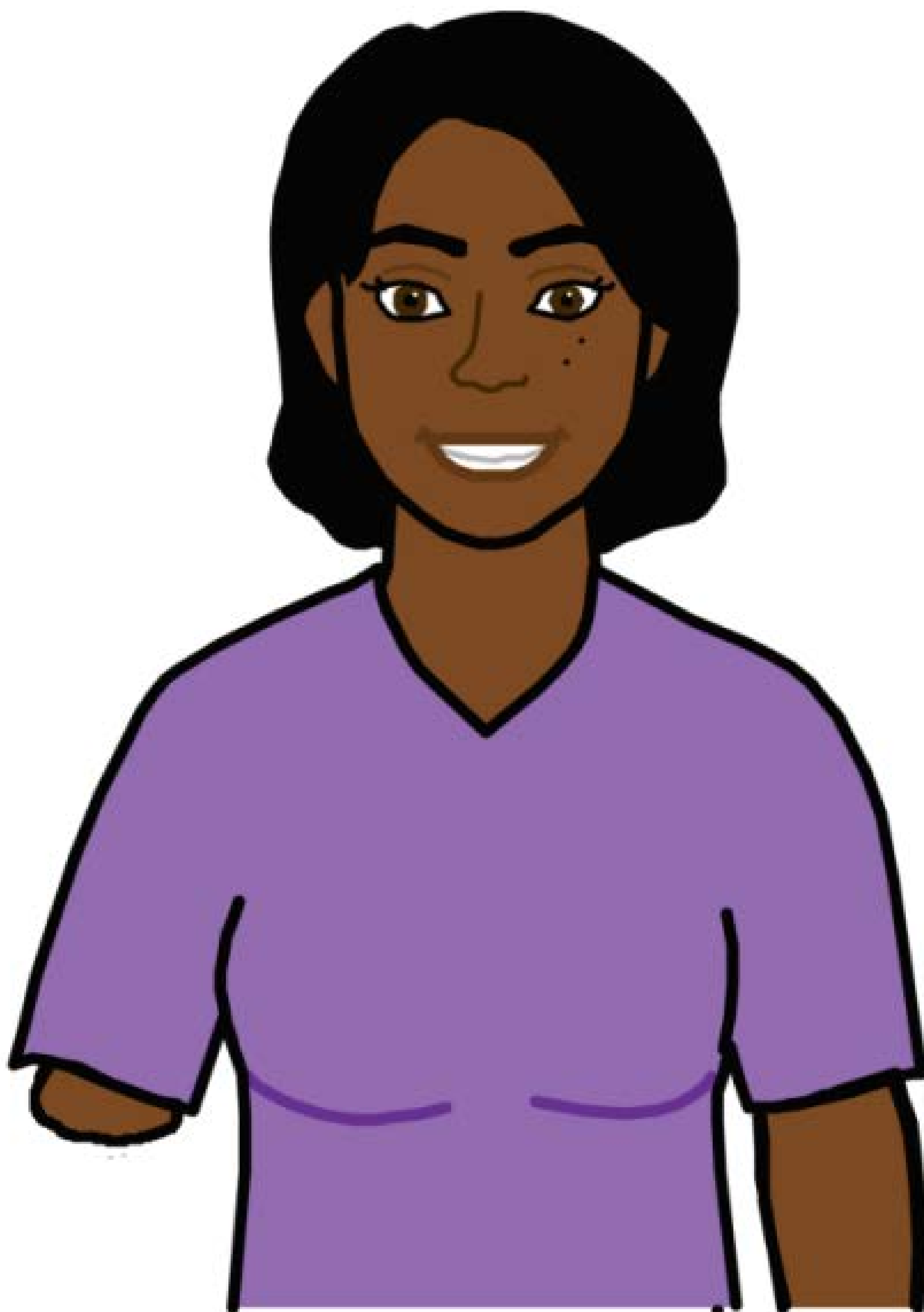
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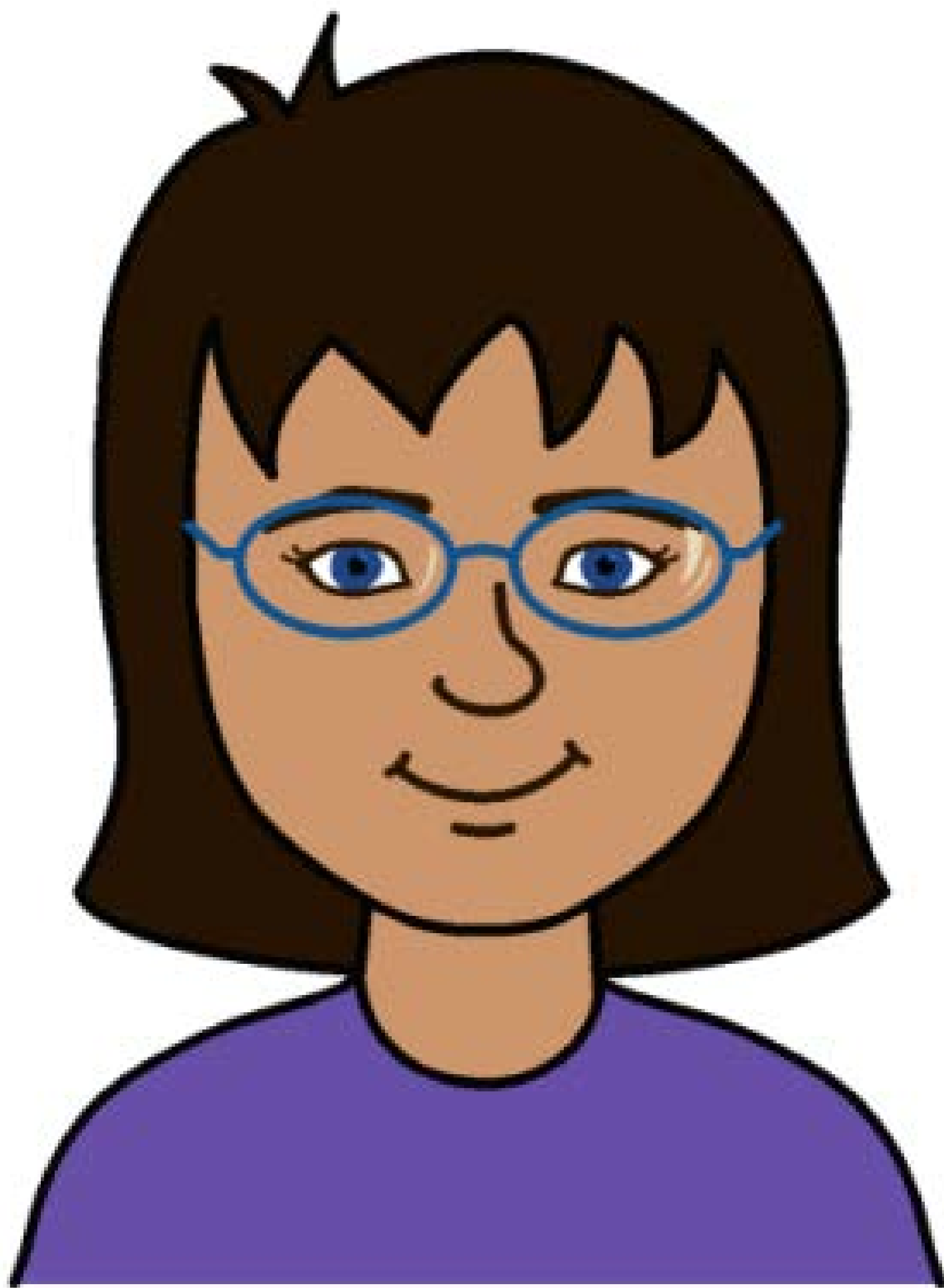
Character 39

Character 40

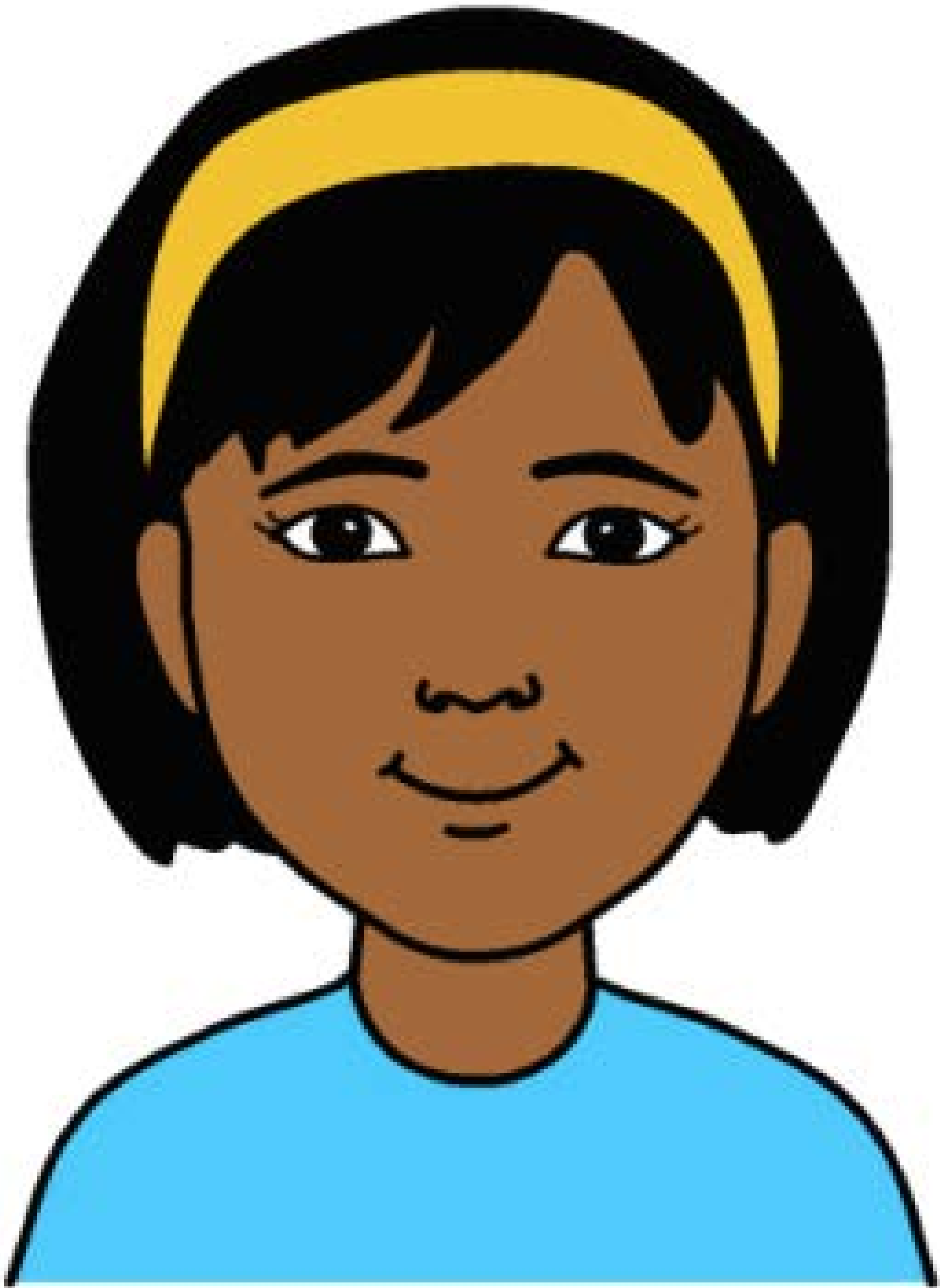Character 41
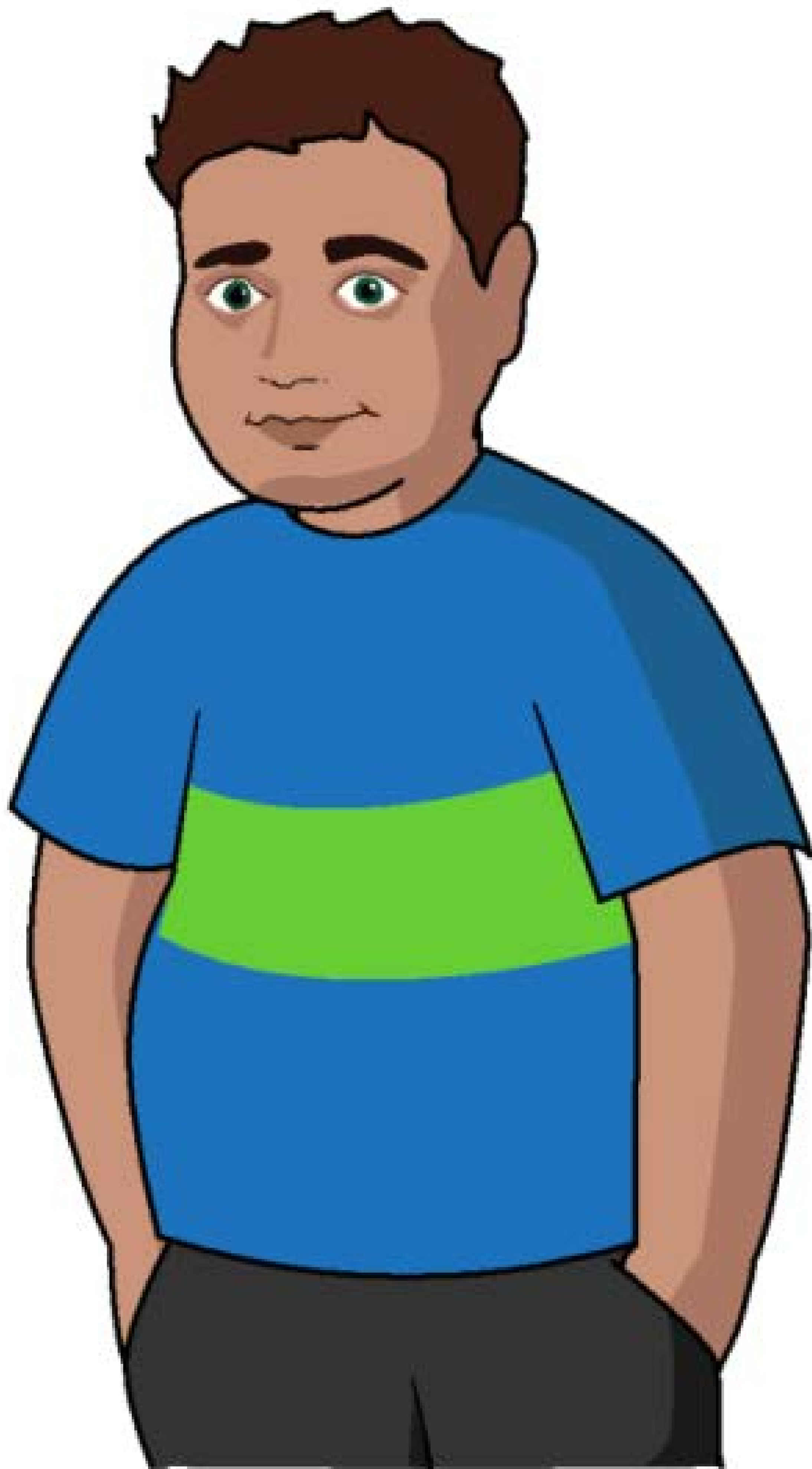
Character 42

Character 43

Character 44

Character 45

Character 46

Character 47

Character 48

Character 49

Character 50