

Unit Name: Inclusive Learning Through Drama

Stage: 2

Lesson name: Key Values Performance

Duration: 60 minutes

This lesson follows on from the '[What are Values?](#)' lesson, which needs to be completed prior to commencing this lesson. Students will present their Key Values Performances that were created in the previous lesson. Students will be assessed on their involvement in the performance. This performance will form their overall Drama grade for the term. The assessment may also be used to help form students' English (Speaking and Listening) grade.

Lesson Outcomes

A student will learn to:

- communicate through speaking, listening, reading, writing, viewing and representing
- make connections between Standard Australian English and different methods of communication, including home language, sign language and body language
- express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements
- interpret the meaning of their own drama and that of others.

A student will learn about:

- interpreting everyday situations through a range of drama elements (e.g. tension, contrast, symbol, time, space, focus, mood)
- appreciating drama by viewing others' performances.

Syllabus Outcomes	Teaching, Learning and Assessment
DRAMA Making DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.	TEACHING Warm-up: Handshakes <ol style="list-style-type: none"> 1. Teacher asks: <i>What is the purpose of a handshake?</i> 2. As a class, watch Teacher Has Personalized Handshakes With Every Single One of His Students video. Focus on handshake actions. 3. Class discusses: <ul style="list-style-type: none"> - <i>What is this teacher's motive of creating an individual handshake for each student?</i>

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.

Appreciating

DRAS2.4 Responds to, and interprets drama experiences and performances.

ENGLISH

Speaking and Listening

EN2-1A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

4. Randomly distribute **Food Picture Cards** (one card per student). Multiple students will have the same card.
5. Students act out silently eating their food. While students are acting, they need to identify other students who appear to be eating the same food. Students form groups by silently acting out eating their given food. All of the same food items are then grouped together.
6. Groups have five minutes to create and rehearse their own group handshake. The handshake will be created as a team and involve all group members.
7. Groups present their unique handshake to the class.

ASSESSMENT

Teacher Note: Differentiate assessment to students' needs as required.

Class Activity: Performance Presentations

Assessment of Learning

- Student performances can be assessed using the **Stage 2 Drama Assessment**.
 - Teacher can organise visual recording of performance to refer back to when grading.
1. Teacher may hand out printed copies or display the assessment rubric on the board - found on page one of the **Stage 2 Drama Assessment**.
 2. Students are given 5 minutes with their group (same groups as the previous lesson), to rehearse and finalise their performance that they created during the last lesson 'What are Values?'.
 3. Teams present their performance to the class.
 4. After each group the audience can ask questions or give feedback on the performance. Feedback can focus on two categories:
 - *What worked well? (WWW)*
 - *Even better if... (EBI)*

Teacher Note: Teacher to take time after each performance to record evidence shown, on the **Stage 2 Drama Assessment** checklist. During this time, the next group will prepare for their performance.

Reflection:

Students to respond to the following questions:

- *Sometimes people don't show these values, why might that be? e.g. they could be having a bad day, they may be sad/frightened etc.*
- *The values that we have been talking about are positive or 'good' values, are there negative values? (e.g. anger, jealousy, judgement, greed, pessimism, bitterness).*
- *If someone wasn't showing positive values what could you do?*

<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 can 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: During the warm-up, students will be verbally given their food to mime eating. If students feel more comfortable they can stand in a safe place away from the class foot traffic. When creating their team handshake, groups may be encouraged to use words/clapping/stomping - verbal instructions can be given throughout (example: Māori Haka). During the lesson, students may narrate the performances for the audience, focusing on describing the actions and actors as well as the storyline.</p> <p>Hearing: Display lesson instructions on the board for clarification. Include clear and enlarged font. Teacher can write/type students' answers/discussion points on the board while the discussion is happening for clarification. Groups may provide their filled-in Drama Performance Planner for students to follow along with as a script. Provide the Lesson 8 - 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.</p> <p>Sensory: 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. If sensitive to loud noise, class may swap audible applause for 'Jazz Hands' - shaking both of their open hands in the air.</p> <p>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. Assist groups in scaffolding performances that incorporate non-verbal characters.</p> <p>EAL/D: Teacher may use the Defining our Values visual as an aid with describing/refreshing the value words. Provide the Lesson 8 - Language Support S2 for students to view throughout the lesson for clarification.</p> <p>Other: For performance refusal or avoidance, allow students alternative ways of performing or being involved, such as grouping students in pairs with someone they feel comfortable working with. Teachers can make goals with students to reach by the end of the unit, e.g. will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit. When assessing, teacher to allow students with performance avoidance to perform in front of a select number of students at an alternate time.</p>
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Resources

- [Drama Character Cards](#) - Blue Sky Community Services
- [Food Picture Cards](#) - Blue Sky Community Services
- [Teacher Has Personalized Handshakes With Every Single One of His Students](#) video - YouTube
- [Values Visual](#) - Blue Sky Community Services
- [Stage 2 Drama Assessment](#) - Blue Sky Community Services

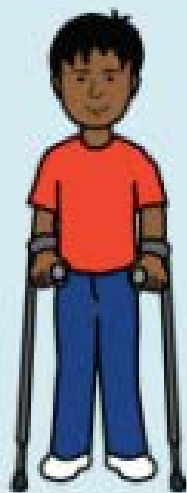
Resources for Adjustments (if applicable)

- [EAL/D Values Visual](#) - Blue Sky Community Services
- [Lesson 8 - Language Support S2](#) - Blue Sky Community Services

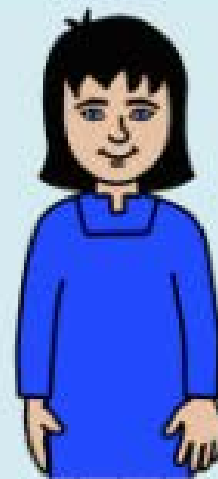
Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input 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:	



Character 1



Character 2



Character 3



Character 4



Character 5



Character 6



Character 7



Character 8



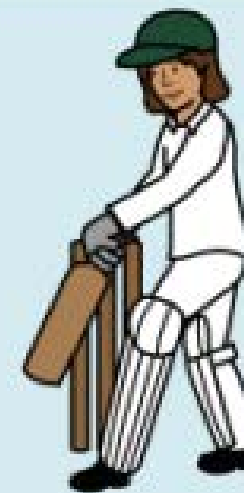
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Character 10



Character 11



Character 12



Character 13



Character 14



Character 15



Character 16



Character 17



Character 18



Character 19



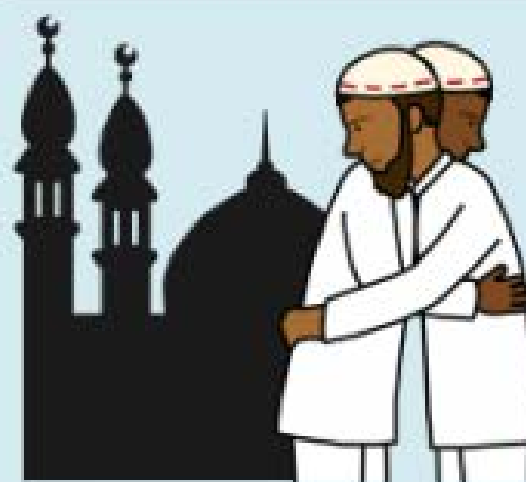
Character 20



Character 21



Character 22



Character 23



Character 24



Character 25



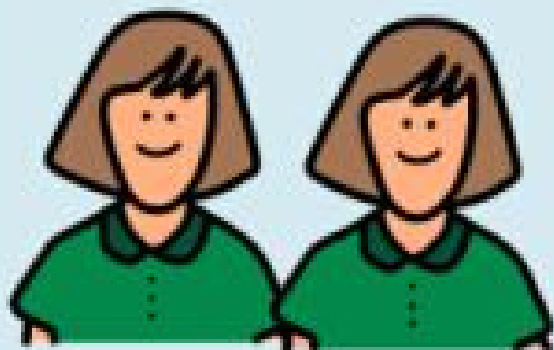
Character 26



Character 27



Character 28



Character 29
& 30



Character 31



Character 32



Character 33



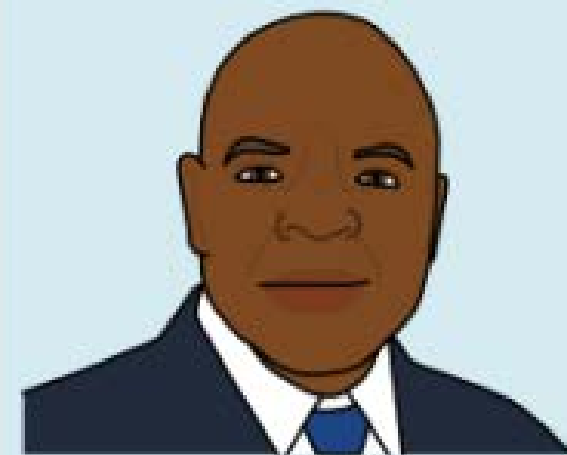
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Character 35



Character 36



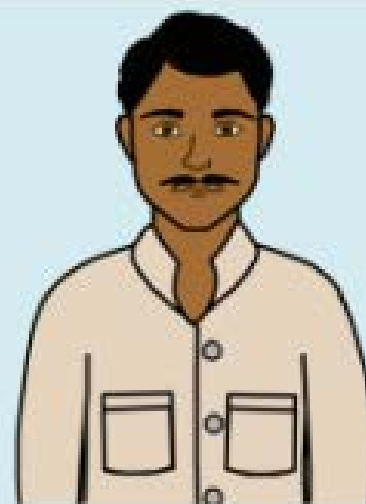
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Character 38



Character 39



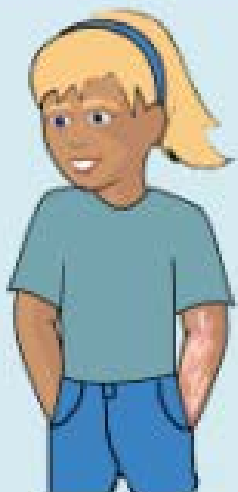
Character 40



Character 41



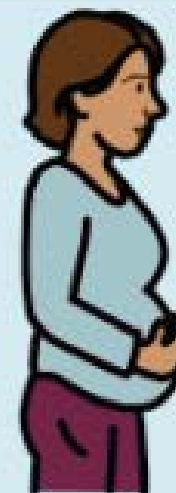
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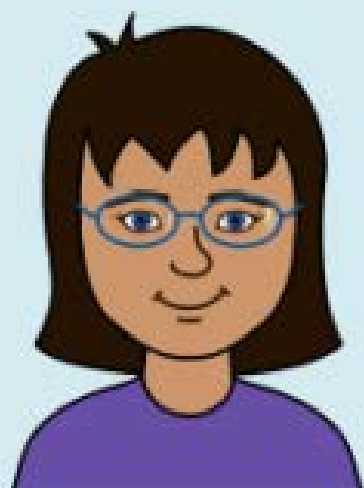
Character 43



Character 44



Character 45



Character 46



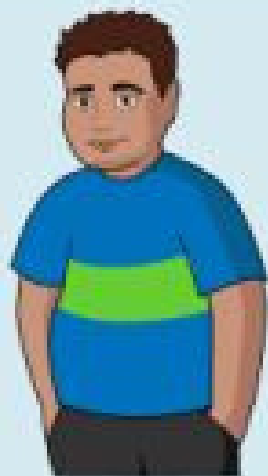
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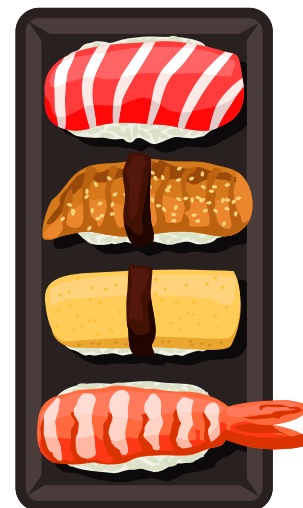
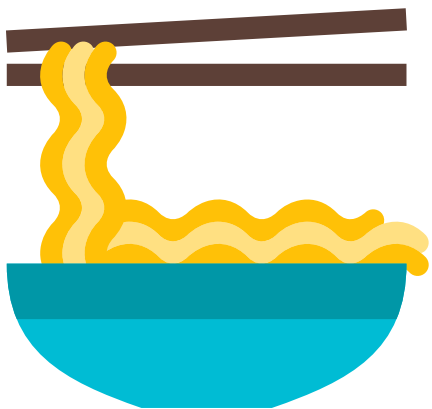
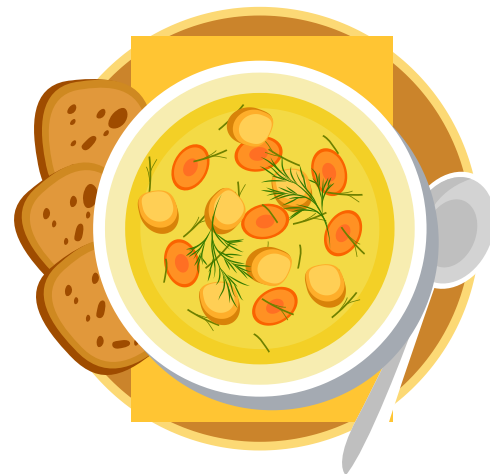
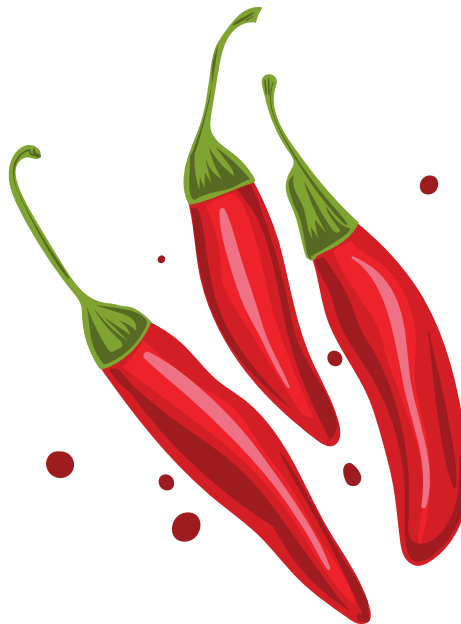
Character 48



Character 49



Character 50



VALUES

Select a **minimum** of **two** key values to represent in your performance.

- courage
- listening
- compassion
- respect
- leadership
- team player
- learning
- determination
- exploration
- creativity
- gratitude
- trust
- fairness
- honesty
- resilience

Values: principles or standards of behaviour;
one's judgement of what is important in life.

Drama - Stage 2

Key Values Performance

Students work in groups (4-6 per group) to write a short performance (2 minutes) highlighting at least 2 of the key values listed. Students each pick a [Drama Character Card](#) to play the role of during the performance.

Outcomes to be assessed

- › 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.
- › DRAS2.3 Sequences the action of the drama to create meaning for an audience.
- › DRAS2.4 Responds to, and interprets drama experiences and performances.
- › EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

A	B	C	D	E
<ul style="list-style-type: none"> Incorporated 2 key values Takes on and sustains the role of the character card for the whole performance Performance is within 5 seconds of the 2 minute limit Storyline is very creative and captivating Performance is well organised, logical and lively 	<ul style="list-style-type: none"> Incorporated 2 key values Takes on and sustains the role of the character card for most of the whole performance Performance is less than 15 seconds over or under the 2 minute limit Storyline is interesting Performance is organised, logical and interesting 	<ul style="list-style-type: none"> Incorporated 1 key value Takes on and sustains the role of the character card for part of the performance Performance is less than 30 seconds over or under the 2 minute limit Storyline is somewhat clear Performance shows some organisation and sequencing. 	<ul style="list-style-type: none"> Incorporated 1 key value Acknowledgement of the character card Performance is more than 30 seconds over or under the 2 minute limit Storyline is largely unclear Performance has limited organisation and sequencing, jumps about, confused. 	<ul style="list-style-type: none"> Incorporated no key values Character card not used Performance is more than 1 minute over or under the 2 minute limit Storyline is unclear Performance has no organisation

Date: _____

[illegible]

VALUES

1. **courage**
2. **listening**
3. **compassion**
4. **respect**
5. **leadership**
6. **gratitude**
7. **trust**
8. **determination**
9. **team player**
10. **fairness**
11. **learning**
12. **exploration**
13. **creativity**
14. **honesty**
15. **resilience**

Lesson: Values Performance

Activity 1:

Warm up: Handshakes

1. *What is the purpose of a handshake?*
2. As a class, watch [Teacher Has Personalized Handshakes With Every Single One of His Students](#) video. Focus on handshake actions.
3. Class discussion: *What is this teacher's motive of creating an individual handshake for each student?*
4. Teacher will hand out the [Food Picture Cards](#) (one card per student).
5. Act out silently eating your food.
6. While you are acting, look for other students who appear to be eating the same food. Form a group with people who are eating the same food as you.
7. Your group has five minutes to create and rehearse your own handshake. The handshake will be created as a team and involve all of your group members.
8. Your group will present your unique handshake to the class.

Activity 2:

Group Activity: Performance presentations

1. Look at the table explaining the instructions (rubric) for your assessment. These tips will help you get a good score. [Stage 2 Drama Assessment](#).
2. You will be given 5 minutes with your group, to rehearse and finalise your performance from the last lesson.
3. Your team will present your performance to the class.
4. The teacher will pause after each performance to mark, allow feedback and give the next group time to set up.

Activity 3:

Reflection

- *Sometimes people don't show these values, why might that be?*
e.g. they could be having a bad day, they may be sad/ frightened etc
- *If someone wasn't showing good values what could you do?*