

**Unit Name:** Inclusive Learning Through Drama

**Stage:** 3

**Lesson name:** Ways We Communicate

**Duration:** 60-90 minutes

### Lesson Overview

Students will explore the different ways humans communicate, and the variety of meanings that communication can represent. Students will use critical thinking skills to observe, analyse and develop a variety of non-verbal communicative means in a dramatic context. They will develop body awareness and create dramatic meaning through the use of movement, gesture and action.

### Lesson Outcomes

**A student will learn to:**

- devise drama in collaboration with others using scripted and unscripted material as resources for drama performances
- recognise personal, social and cultural aspects of the human experience and incorporate them in drama works.

**A student will learn about:**

- revising, rehearsing and acting in drama using voice and movements skills to convey meaning to an audience
- evaluating drama performances in order to reflect upon and enhance their own drama work and work of others.

Syllabus Outcomes	Teaching, Learning and Assessment
<p><b>DRAMA</b></p> <p><b>Making</b>  <b>DRAS3.1</b> Develops a range of in-depth and sustained roles.</p> <p><b>DRAS3.2</b> Interprets and conveys dramatic</p>	<p><b>TEACHING</b></p> <p><b>Warm-up:</b> Group Charades</p> <ol style="list-style-type: none"> <li>1. A group of students (2-3) volunteers to leave the room or go to an area where they can't hear what is being discussed in the classroom.</li> <li>2. Another group (3-4 students) volunteers to silently act out a short scenario. The class gives scene options to the group about a possible scenario, e.g. finding out a surprise, playing soccer and someone breaks their leg etc.</li> </ol>

<p>meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.</p> <p><b>Performing</b>  <b>DRAS3.3</b> Devises, acts and rehearses drama for performance to an audience.</p> <p><b>Appreciating</b>  <b>DRAS3.4</b> Responds critically to a range of drama works and performance styles.</p> <p><b>ENGLISH</b>  <b>EN3-5B</b> Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.</p> <p><b>EN3-8D</b> Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.</p>	<ol style="list-style-type: none"> <li>3. When the students have finished planning, ask the students that are outside to come back into the room and watch the scene.</li> <li>4. The group attempts to guess what is happening in the scene.</li> <li>5. These students are asked if and how they knew what was happening in the scene or why they were confused about the scene.</li> </ol> <p><b>ACTIVITY</b>  <b>Discussion:</b> Forms of Communication</p> <ol style="list-style-type: none"> <li>1. Teacher can display <b>Ways We Communicate</b> images to assist discussion.        Questions:       <ul style="list-style-type: none"> <li>- <i>What different forms of communication are there?</i></li> <li>- <i>What different languages do we all speak? What different languages do your families speak?</i></li> <li>- <i>How do we use body language to communicate? Can you think of any examples?</i></li> <li>- <i>How do we use technology to communicate?</i></li> <li>- <i>How do we use facial expressions to communicate? Who can show me some examples?</i></li> </ul> </li> <li>2. Teacher changes the visual display to show <b>Facial Expression Examples</b> to the class.        Questions:       <ul style="list-style-type: none"> <li>- Page 1 of visual: <i>If I showed you these emoji faces, what emotions do you think they represent?</i></li> <li>- Page 2 of visual: <i>They have been labelled with particular emotion words, but do you think they might represent a different emotion as well?</i></li> <li>- <i>Does everyone think the faces represent the same thing?</i></li> <li>- <i>Does anyone know other words for these emotions?</i></li> </ul> </li> </ol> <p><b>LEARNING</b>  <b>Partner Activity:</b> Expressing through Body Language &amp; Facial Expressions</p> <ol style="list-style-type: none"> <li>1. Students form pairs and each partner takes turns in performing an action from the <b>Body Language Chart</b> for their partner. Students can also create their own action.</li> <li>2. The partner who is watching has to guess what emotion their performer is trying to express or what they are trying to communicate.       <ul style="list-style-type: none"> <li>- <i>What does this body language represent to you and is it different from what your partner thinks? Does your partner think the same as you?</i></li> </ul> </li> </ol> <p><b>ASSESSMENT</b>        Teacher Note: Differentiate any assessment to students' needs as required.  <b>Group Activity:</b> Short Scene Performance</p>
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1. Students learn five emotion words in Auslan [Sad](#), [Annoyed](#), [Happy](#), [Surprised](#), [Tired](#). Teacher can keep students in pairs or teach it as a whole class activity. Students go to the links below and learn the Signs for each emotion (technology device/s needed).
2. Students form small groups (3 - 4 students).
3. The groups are allocated an emotion word in Auslan. Teacher can use **Emotions Words** visual to assist.
4. All groups are given the same scenario to act out.
5. Students are to act out the scene with no verbal communication (refer to adaptations for vision impairment). Each group's scene will take a different direction, as it will be based on different emotions and each character's reactions will be based on the emotion given to the group.

**Example:** Scene - 'Buying food from a fast food restaurant':  
 Student 1 is ordering food. Student 2 is working at the restaurant.  
 Students 3 and 4 are in line to order.

Group 1 Emotion - Annoyed: Student 1 is annoyed that they have to wait too long for food. Student 2 gets annoyed that Student 1 is being rude. Student 3 and 4 communicate to Student 1 not to treat Student 1 rudely. Student 1 storms out of the shop without their food.

6. Students can use **Ways We Communicate - Scene Building** to plan their scene.
7. Students present their scene to the class.
8. The class has to guess which emotion each performance was based on. The students should guess using the Auslan signs they have learnt.

**Reflection:**  
 Students reflect on their performances in their groups, as individuals or as class.

- *What emotion did you act out?*
- *How did your character act out that emotion? (through body language/facial expressions)*
- *How was each scene different?*
- *Which group was the most effective at showing their emotion? Why?*

Teacher Note: Students can use **Using Body Language and Emotive Gestures** to assist in the reflection.

**ASSESSMENT:**  
 There is no formal assessment provided for this activity.

<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> Allow all students to create their own body language examples instead of prescribed ones.</p> <p><b>Vision:</b> Use student narrators in activities and performances. Use large print font of displays and visuals of <i>Ways We Communicate, Facial Expression Examples, Body Language Chart, Emotions Words, Ways We Communicate - Scene Building</i> and <i>Ways We Communicate - Using Body Language and Emotive Gestures</i>.</p> <p><u>Group Activities:</u> Group students in 3. Student 1 can help student 2 by whispering the gesture to student 2 (student with vision impairment) and student 3 has to guess what emotion student 2 is trying to convey.</p> <p><u>Reflections:</u> Provide students with a digital copy of activity in order for students to use a ‘Talk to Text’ application. Scaffold reflection as a discussion.</p> <p><b>Hearing:</b> Display game and/or activity instructions on the board for each activity in the lesson for clarification. Include visuals in addition to written resources. Provide the large font question on the board during class discussion - access questions and instructions for lesson here: <i>Ways We Communicate - Language Support</i>.</p> <p><b>Sensory:</b> 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.</p> <p><b>Non-verbal:</b> Support students’ preferred ways of communication. Incorporate technology or devices in group discussion and ask targeted closed questions, provide specific role in group work, e.g. scribe or organiser.</p> <p>Provide <i>Facial Expression Chart</i> for Body Language activity for students to answer.</p> <p><b>EAL/D:</b> Project questions and instructions on the board to assist students - access to questions and instructions for lesson here: <i>Ways We Communicate - Language Support</i>.</p> <p><b>Other:</b> 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. student will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit. Students could perform individually, be filmed and present a video, or could present just to the teacher at an alternative time.</p>
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<b>Resources</b>
<ul style="list-style-type: none"> <li>• <a href="#">Ways We Communicate</a> - Blue Sky Communities Services</li> <li>• <a href="#">Facial Expression Examples</a> - Blue Sky Communities Services</li> </ul>

- [Body Language Chart](#) - Blue Sky Communities Services
- [Ways We Communicate - Scene Building](#) - Blue Sky Communities Services
- [Ways We Communicate - Using Body Language and Emotive Gestures](#) - Blue Sky Communities Services
- [Emotion Words](#) - Blue Sky Community Services
- Classroom Equipment: School technology resources/devices needed

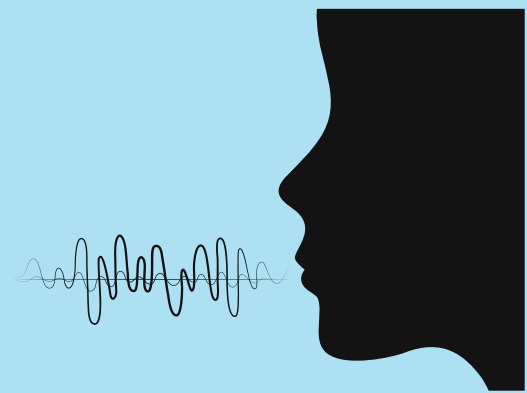
### Resources for Adjustments (if applicable)

- [Ways We Communicate - Language Support](#) - Blue Sky Communities Services
- [Facial Expression Chart](#) - Blue Sky Communities Services

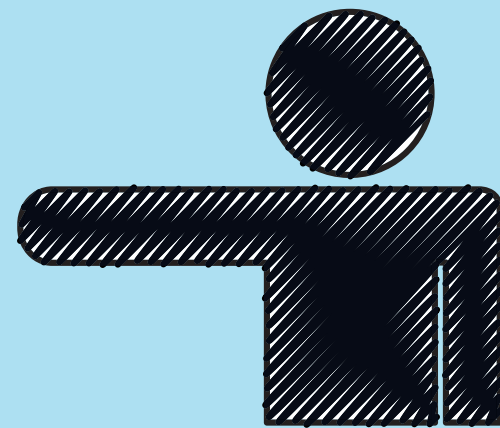
Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input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

# Ways We Communicate

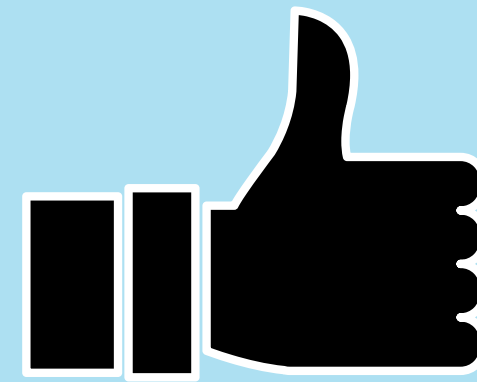
**Verbal**



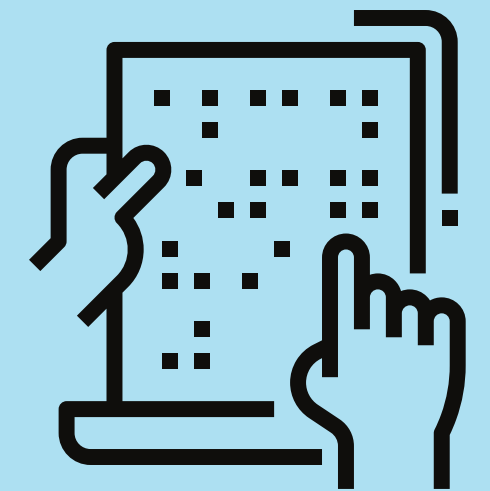
**Body Language**



**Gestures**



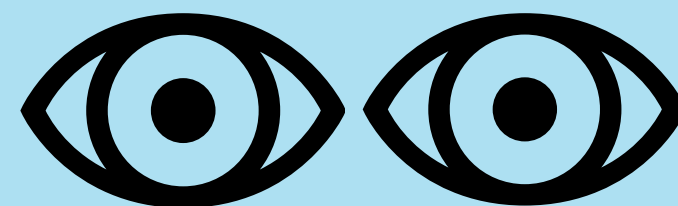
**Reading & Writing**



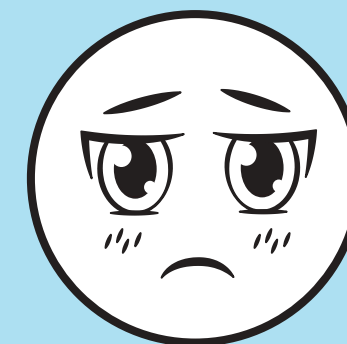
**Technology**



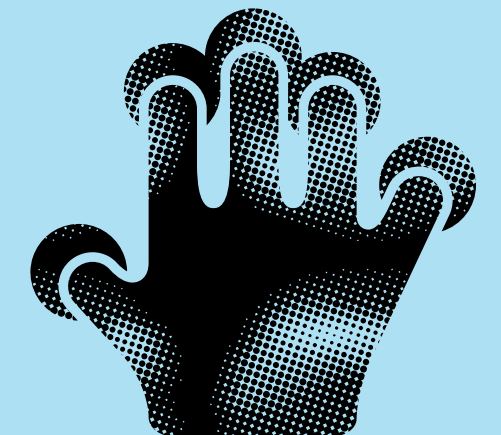
**Eye Contact**



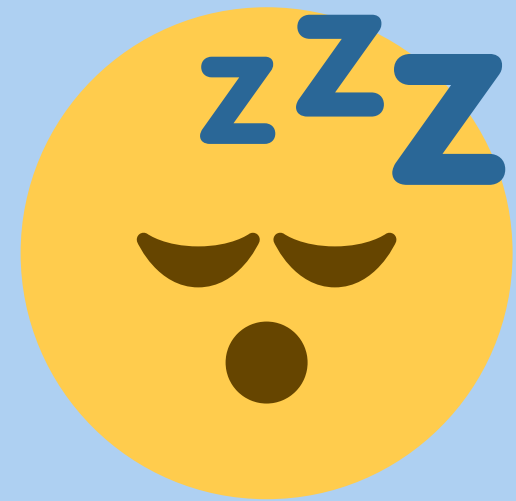
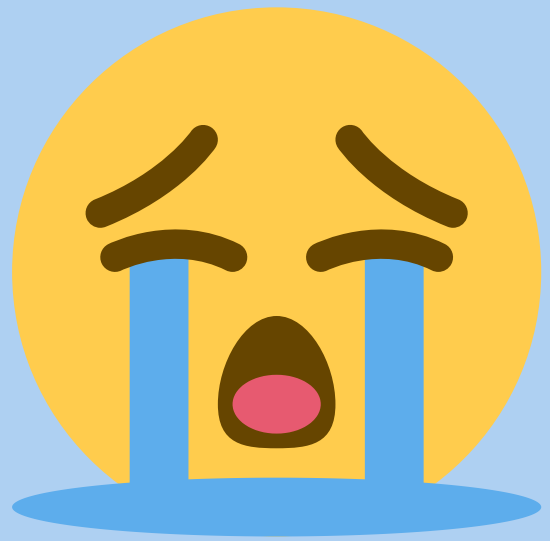
**Facial Expressions**



**Touch**



# Expressing Emotions



**1**

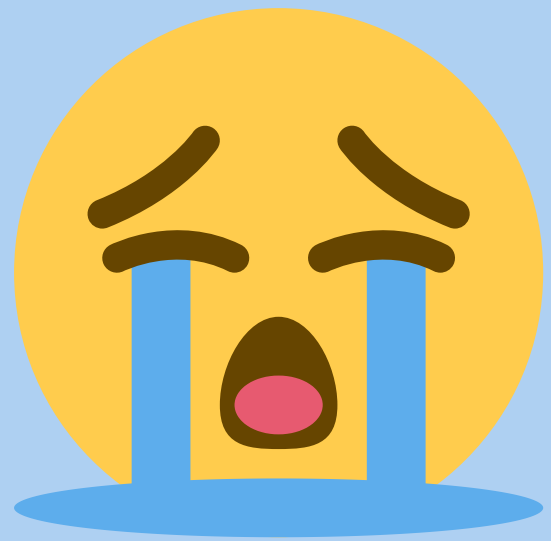
**2**

**3**

**4**

**5**

# Expressing Emotions



**Sad**



**Annoyed**



**Happy**



**Surprised**



**Tired**



# Body Language

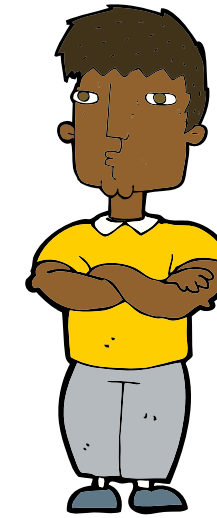
**SLOUCHING IN A CHAIR**



**LOUD BREATHS**



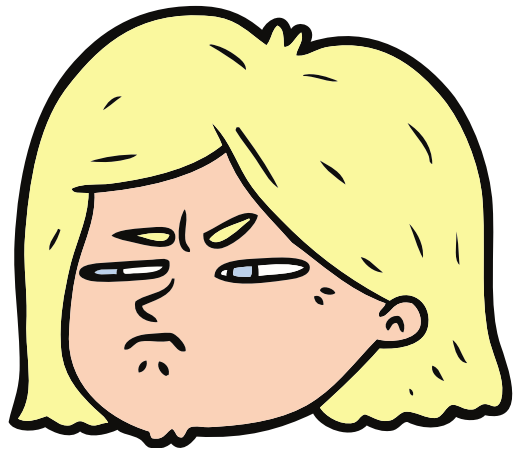
**ARMS CROSSED**



**EYE ROLLS**



**FROWNING**



**WAVING AND SMILING**



**LOOKING AT THE GROUND**



**THUMBS UP**



## Ways We Communicate - Scene Building

1. What is happening in my scene?

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2. What emotion is my scene based on?

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3. Who are the characters in my scene?

Character 1: \_\_\_\_\_

Character 2: \_\_\_\_\_

Character 3: \_\_\_\_\_

Character 4: \_\_\_\_\_

4. Where are the characters? What are they doing?

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## My Scene

Start:

Middle:

End:

## Ways We Communicate: Using Body Language and Emotive Expressions

### Reflective Questions:

What was the emotion your scene was based on?

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What was happening in your scene?

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Name three ways you expressed your emotions by using your body or face: e.g.

*I threw my arms up in the air to show that I was excited.*

1. 

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2. 

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3. 

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How could you have made your character more expressive?

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In your scene, how did your character's emotions affect the people around them?

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What message did the emotional response and body language give to the other character and the audience?

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Reflecting on the scenes, how could my own emotions affect the people around me?

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# Emotion Words

Sad



Annoyed



Happy



Surprised



Tired



## Ways We Communicate

### Activity 1: Charades

- A group of students will go outside and another group will act out a scene with no words.
- The students that were outside have to come inside and guess what is happening in the scene. Don't tell them!

### Activity 2: What are the forms of communication?

- *What different forms of communication are there?*
- *What different languages do we all speak? What different languages do your families speak?*
- *How do we use body language to communicate? Can you think of any examples?*
- *How do we use technology to communicate?*
- *How do we use facial expressions to communicate? Who can show me some examples?*
- *If I showed you these emojis faces, what emotions do you think they represent?*
- *They have been labelled but do you think they might represent a different emotion as well? Does everyone think the faces represent the same thing?*
- *Does anyone know other words for these emotions?*

### Activity 3: Expressing through body language and facial expressions

- Find a partner. Use the images your teacher has given you to act out the actions. Your partner has to guess what they mean.

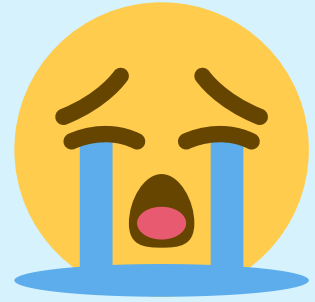
### Activity 5: Perform a scene

- We will learn 5 words in Sign Language.
- Now make a group with 3-4 of your classmates.
- Your teacher will give you a drama scenario and a Sign Language emotion.
- You need to plan and perform a scene that uses the emotion you were given.

### Activity 6:

- *How did you make sure that your audience could understand what was happening in the scene?*
- Complete reflection with your group.

**Sad**



**Angry**



**Happy**



**Suprised**



**Tired**

