

**Unit Name:** Inclusive Learning Through Drama

**Lesson name:** Communicating with Auslan

<b>Stage:</b> 3
<b>Duration:</b> 60 - 90 minutes

**Lesson Overview**

Students will explore the ways in which people use non-verbal communication and how it can be used to develop dramatic roles and scenes. Students will develop body awareness and the ability to 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
- interpret a dramatic context through the use of a combination of various drama forms.

**A student will learn about:**

- devising, 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.

<b>Syllabus Outcomes</b>	<b>Teaching, Learning and Assessment</b>
<p><b>DRAMA</b></p> <p><b>Making DRAS3.1</b> Develops a range of in-depth and sustained roles.</p>	<p><b>TEACHING</b></p> <p><b>Warm-up:</b> Memory Game</p> <ol style="list-style-type: none"> <li>1. Students stand in a circle.</li> <li>2. Each student creates a physical gesture/body movement that represents their name or themselves.</li> <li>3. Go around the circle so each student has shown their gesture to the class once.</li> </ol>

<p><b>DRAS3.2</b> Interprets and conveys dramatic 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 DRAS3.3</b> Devises, acts and rehearses drama for performance to an audience.</p> <p><b>Appreciating DRAS3.4</b> Responds critically to a range of drama works and performance styles.</p> <p><b>ENGLISH</b></p> <p><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>4. Start with one student and go around the circle.</li> <li>5. Each student has to remember every student’s gesture that came before them. They then add their own gesture and pass it onto the next student in the circle.</li> <li>6. If a student forgets a gesture they are out of the game.</li> </ol> <p><b>Alternative:</b> The teacher can provide a ball and students can throw to each other. Each student has to perform the gesture of the student who threw them the ball before their own.</p> <p><b>ACTIVITY</b> Teacher Note: If no technology is available, please see the alternative activity below.</p> <p><b>Group Activity:</b> Giving Directions in Auslan</p> <ol style="list-style-type: none"> <li>1. Teacher asks: <ul style="list-style-type: none"> <li>- <i>How do we use our body to communicate?</i></li> <li>- <i>Who can show me some common ways we use our gestures to communicate with others? (e.g. tapping the wrist to ask what the time is.)</i></li> </ul> </li> <li>2. Students form small groups (3-4 students).</li> <li>3. Students access the <a href="#">Auslan Signbank</a> website and use the search bar to find words (class technology device/s needed).</li> <li>4. Students plan out and learn a short sentence that is a direction or request in Auslan. <p><b>For Example:</b> <i>Can you... give me the pen.</i></p> <ul style="list-style-type: none"> <li>- <a href="#">Give, Me, The, Pen</a></li> </ul> </li> <li>5. Students take turns in communicating to their group their sentences in Auslan.</li> <li>6. Students watching have to guess what the student is asking them to do. Students can guess by completing the request they think the student has signed to them, e.g. by giving them a pen.</li> <li>7. If the group cannot guess the meaning of a sentence, students can act then use their own body language/gestures to make it clearer.</li> <li>8. Students can use the <b>Auslan Scene Planning Sheet</b> to help them plan and remember their sentences. <ul style="list-style-type: none"> <li>- <i>After learning and performing your sentences, are there some Auslan signs that you have been using already?</i></li> </ul> </li> </ol> <p><b>Alternative Activity</b> (without technology):</p> <ol style="list-style-type: none"> <li>1. Teachers can project or provide <b>Auslan Action Pictures/Auslan Action Explanations</b> to the class or to small groups. Students can learn the sentences “Can you/Can you give me the...” and pick a noun or verb to complete the sentence for the activity.</li> </ol> <p><b>LEARNING</b></p>
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**Group Activity:** Writing a Communication Scene

1. Students create a short (approx. 1 minute) non-verbal scene based on the sentences they have created in the previous activity.
2. Each student in the group uses their Auslan sentence as their character's dialogue in the scene. The students have to work together to sequence their sentences and make one whole scene.
3. Teachers have the option to give out ***Drama Scenario Cards/Drama Scenario Cards - Printer Friendly*** to assist students to create the context of their scene, or can create their own.
4. In their groups, students can use ***Auslan Scene Planner*** to plan out the sequence of their sentences.
5. Students can record their performances using a device or perform their scenes for the class.
6. The students present their scenes.
7. The class tries to guess what was happening in the scene, who the characters were and what they were doing.

**Reflection:**

- *What was easy about only using one form of communication?*
- *What was challenging about only using one form of communication?*
- *If you didn't know Auslan already, how did it feel having to use another language to express yourself?*
- *What did you have to do to make sure the audience and the other actors knew what you were trying to communicate?*
- *How do you feel now you know you can communicate in another language if you didn't before?*
- *If you already know some Auslan, how did it feel to be able to teach others?*

**ASSESSMENT**

No formal assessment has been 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> <u>Activity 1:</u> All students verbalise the gestures as they complete it, e.g. student touches their nose twice and says “I touch my nose twice” <i>OR</i> students verbalise their gesture and roll the ball on the ground while saying the student’s name who they are passing it to.</p> <p><u>Activity 2:</u> Group 3 students together instead of pairs. Another student describes the Auslan gestures for the student with vision impairment. Student displays the Auslan sentence to the third student who has not seen the sentence yet. Student who is signing the sentence to a student with a vision impairment describes the actions they are doing with their body.</p> <p><u>Activity 3:</u> Group students with another student that can explain and assist students to learn the chosen sign. Provide students with digital copy, so students can use ‘Talk to Text’.</p> <p><u>Activity 4:</u> When the students film their scenes, each group nominates a narrator who describes what is happening in the scene - the gestures only, not the storyline.</p> <p><b>Hearing:</b> Display lesson instructions on the board for each activity for clarification. Include clear and enlarged font. Teacher can access lesson dialogue for lesson here: <b><i>Communicating with Auslan - Language Support</i></b>. Teacher can write/type students' answers/discussion points on the board while the discussion is happening, for clarification.</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><b>EAL/D:</b> Display questions and instructions on the board for each activity in the lesson for clarification. Include visuals in addition to written resources. Teacher can access dialogue for lesson here: <b><i>Communicating with Auslan - Language Support</i></b>. Teacher can write/type students' answers/discussion points on the board while the discussion is happening for clarification.</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. will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit.</p>
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**Resources**

- [Auslan Signbank](http://www.auslan.org.au) - www.auslan.org.au
- [Auslan Planning Sheet](#) - Blue Sky Communities Services
- [Drama Scenario Cards](#) - Blue Sky Communities Services
- [Auslan Sentence Planner](#) - Blue Sky Communities Services
- [Drama Scenario Cards - Printer Friendly](#) - Blue Sky Communities Services

**Resources for Adjustments (if applicable)**

- [Communicating with Auslan - Language Support](#) - Blue Sky Communities Services
- [Do's and Dont's for Learning Auslan](#) - Blue Sky Community Services
- For teachers who wish to extend any existing knowledge including the Do's and Don'ts of learning Auslan, please access *Insights into Auslan*: <https://deafsociety.org.au/documents/SignLanguage1Handouts.pdf> - Deaf Society

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:	

Name: \_\_\_\_\_

## Auslan Scene Planner

Sentence: \_\_\_\_\_

Write each word and draw each sign in your sentence below.

Word 1: \_\_\_\_\_

Word 2: \_\_\_\_\_

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Word 3: \_\_\_\_\_

Word 4: \_\_\_\_\_

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Word 5: \_\_\_\_\_

Word 6: \_\_\_\_\_

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Word 7: \_\_\_\_\_

Word 8: \_\_\_\_\_

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You are invited to the birthday party of someone you know.

Today is the school athletics carnival.

All of the animals in the local zoo have escaped and are running around town.

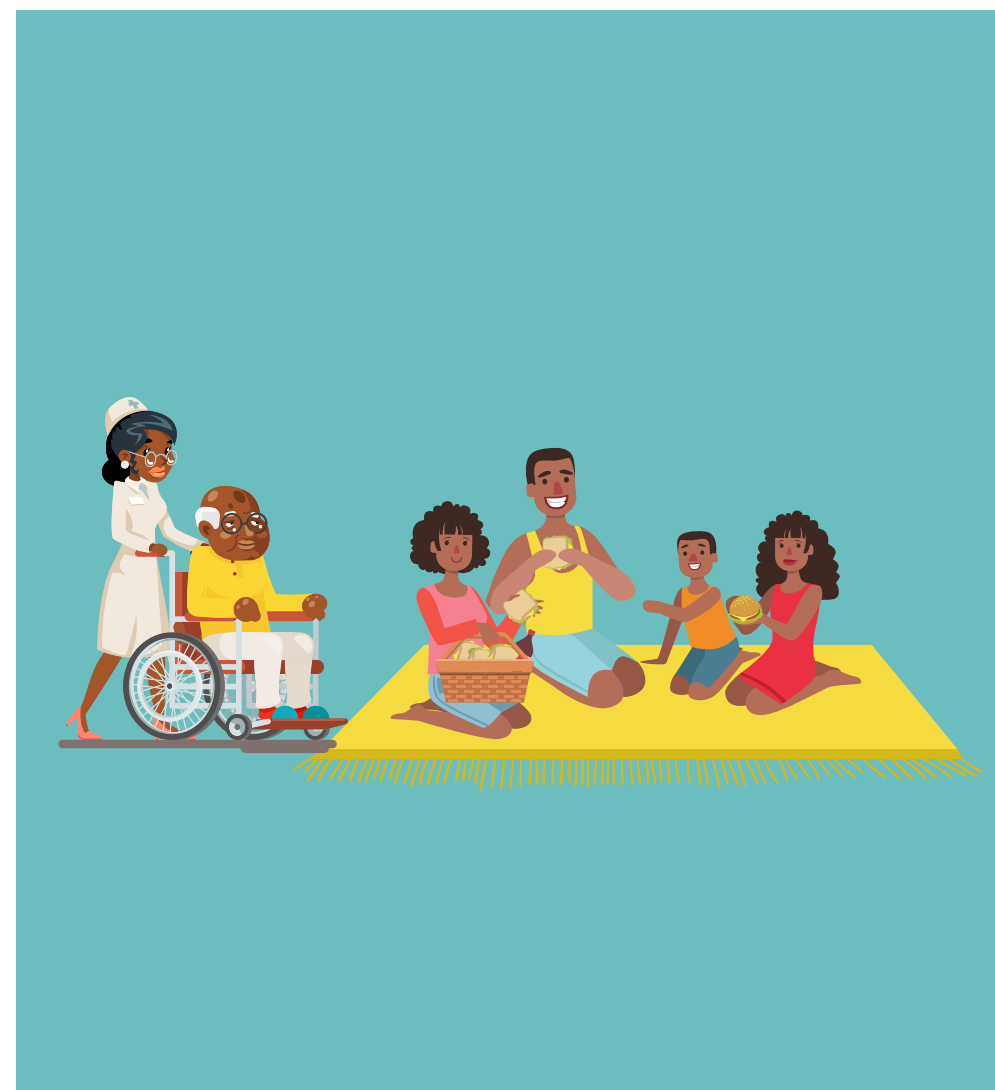
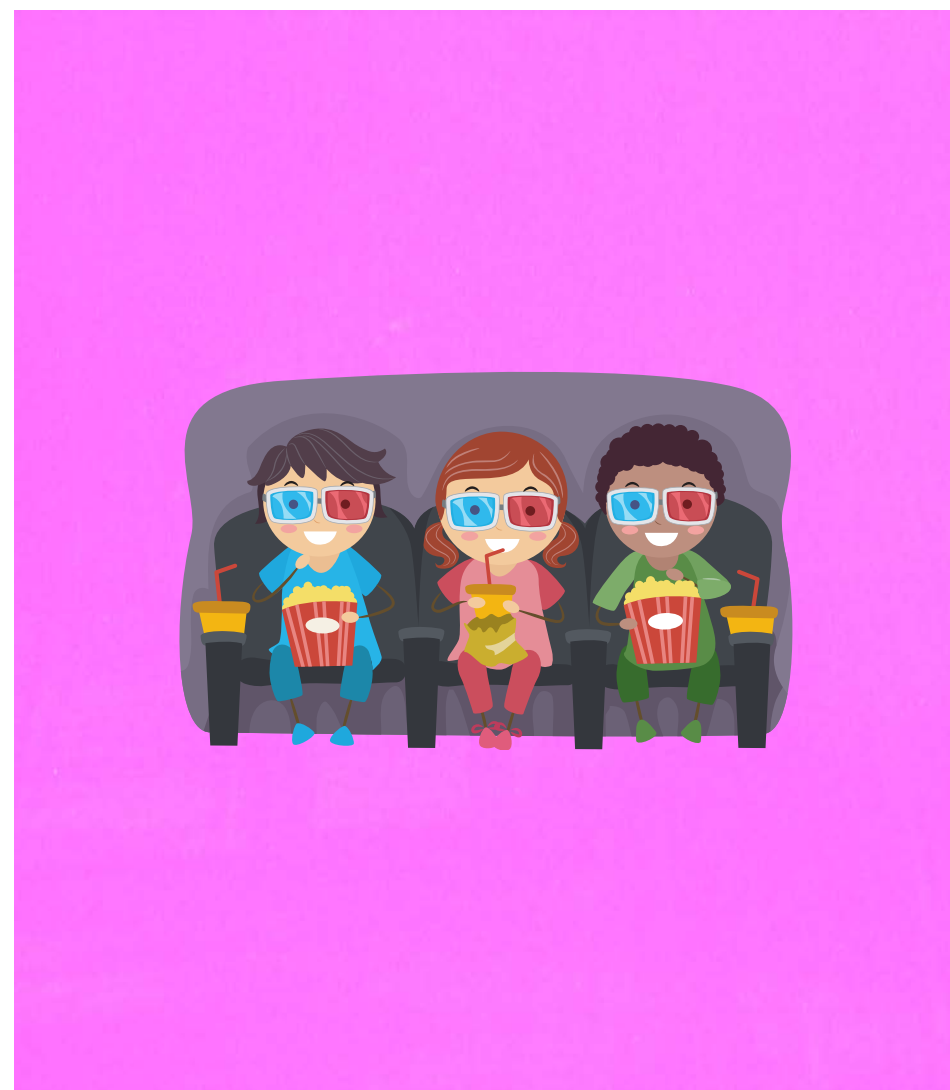
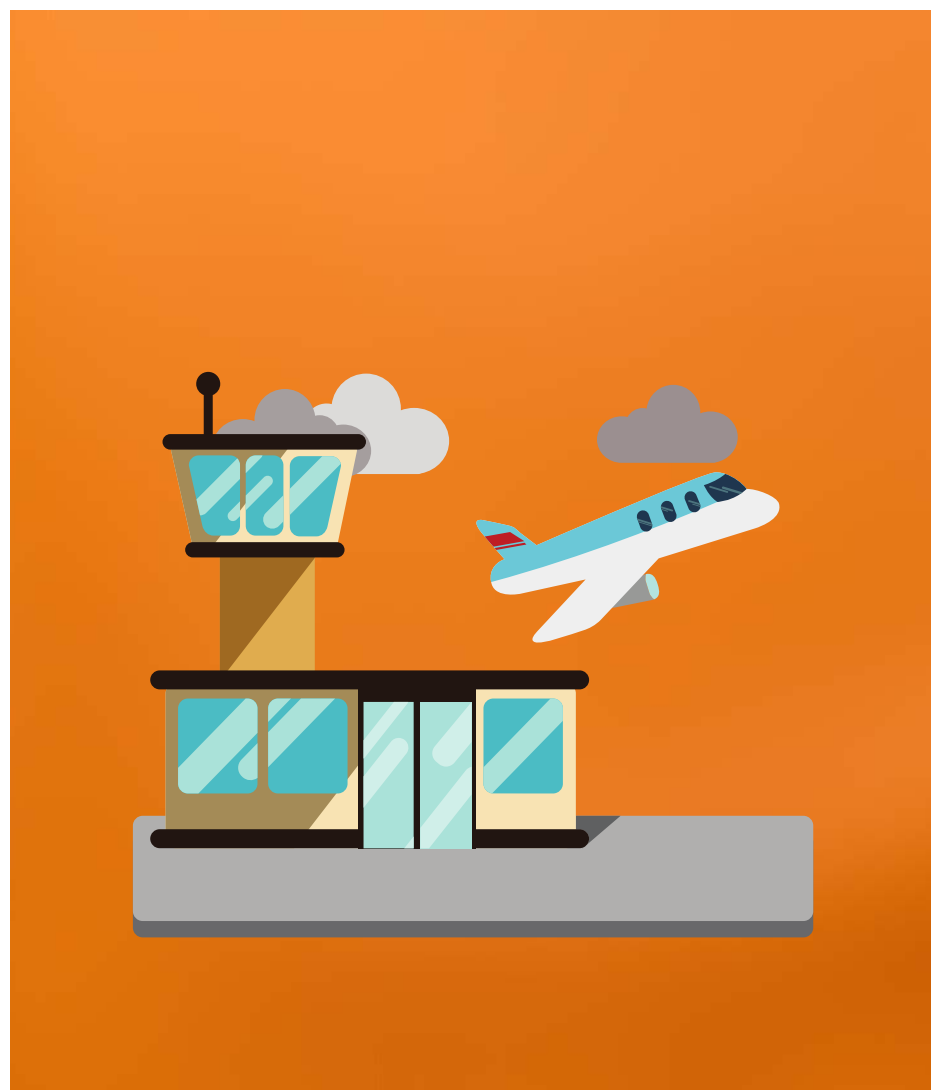
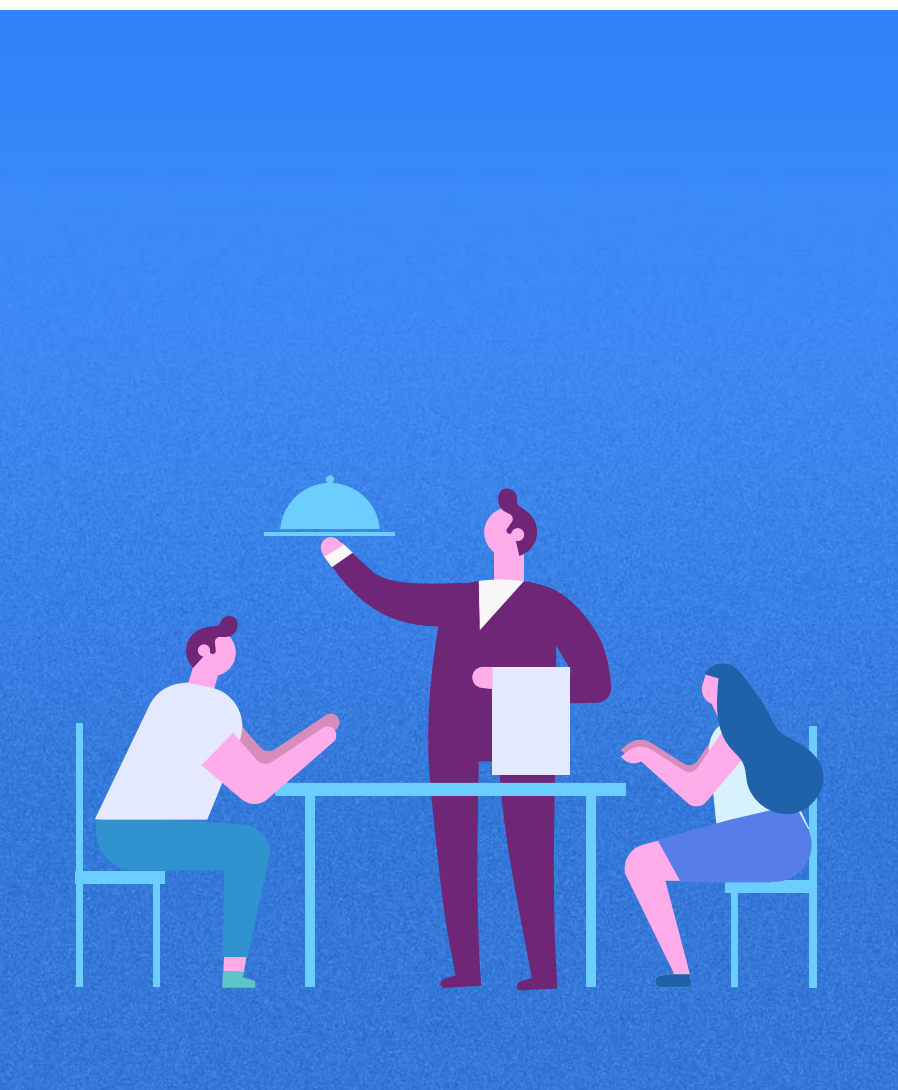
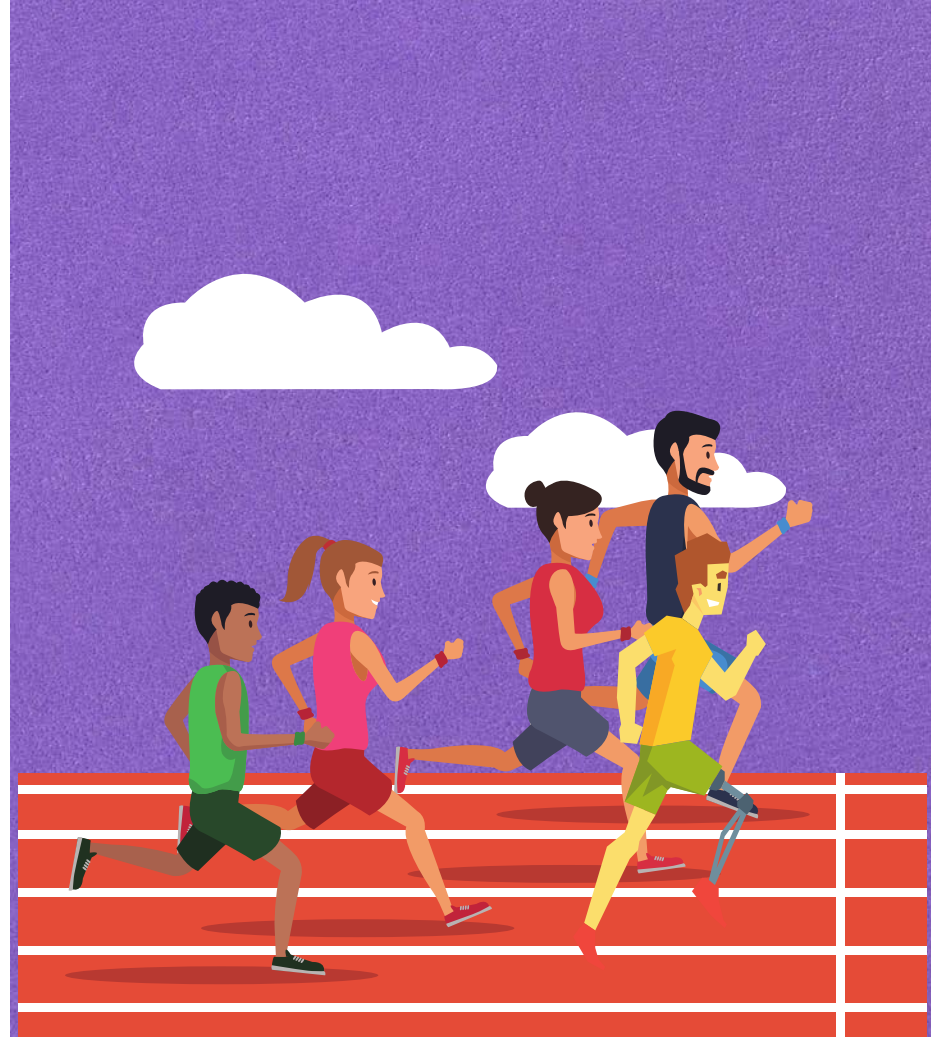
An alien spaceship lands in the middle of town.

Having dinner at a restaurant.

Waiting at the airport and your flight is delayed

Going to see a movie.

Having a picnic in the park.





Catching a train to  
the city.

Going to the beach.

Going to the river  
to catch fish  
and crabs.

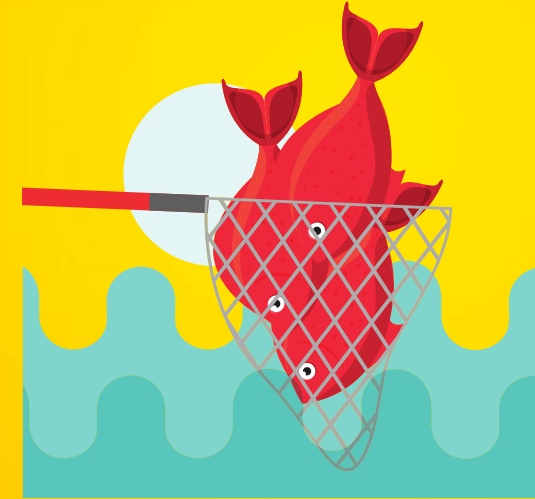
Having a big  
celebration.

Going for a bush  
walk.

Sharing food with  
each other.

Playing a ball game  
at the park.

Making up a  
dance  
for a special  
event.



Name: \_\_\_\_\_

## Auslan Scene Planner

Sentence: \_\_\_\_\_

Write each word and draw each sign in your sentence below.

Word 1: \_\_\_\_\_

Word 2: \_\_\_\_\_

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Word 3: \_\_\_\_\_

Word 4: \_\_\_\_\_

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Word 5: \_\_\_\_\_

Word 6: \_\_\_\_\_

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Word 7: \_\_\_\_\_

Word 8: \_\_\_\_\_

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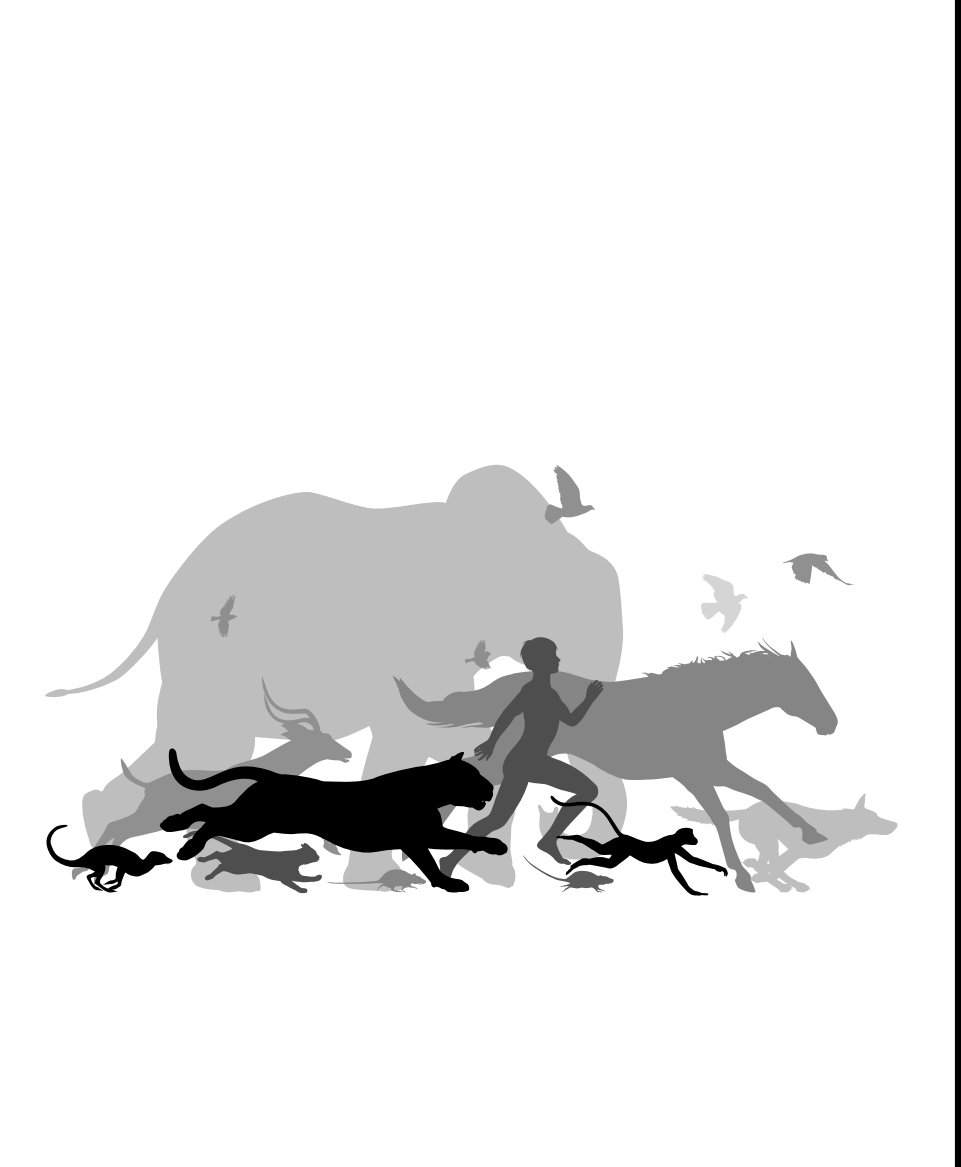
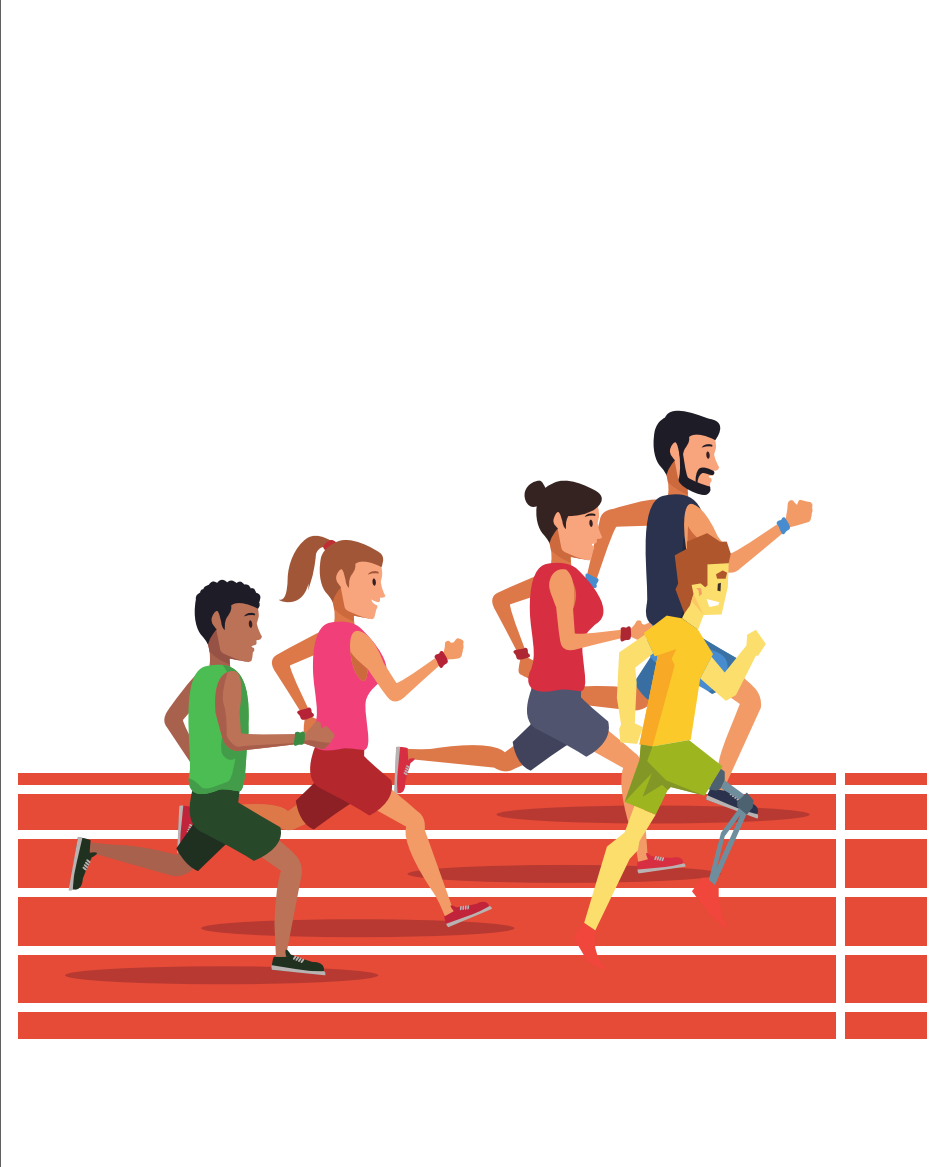
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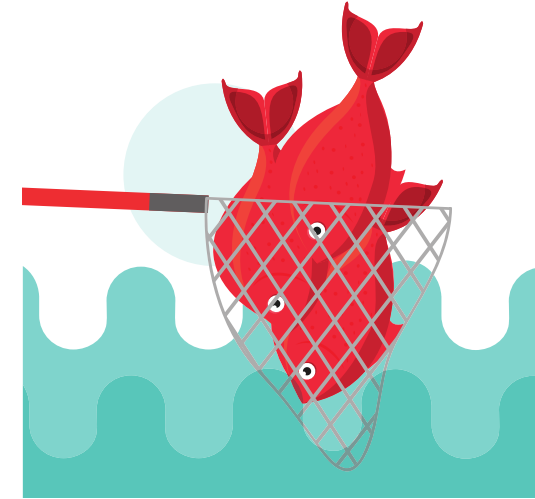
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## Communicating with Auslan

### Activity 1: Memory Game

- Stand in a circle and make up a non-verbal body movement that represents your name.
- Go around the circle and try to memorise everybody's body movement.
- Go around the circle and perform everyone's body movement. If you forget one you're out!

### Activity 2:

- *How do we use our body to communicate?*
- *Who can show me some common ways we use our gestures to communicate with others? (e.g. tapping the wrist to ask what the time is).*
  
- Find a partner.
- Make a sentence that asks your partner to do something for you.
- Say the sentence in Auslan.
- See if they can guess what you said.
  
- *After learning and performing your sentences are there some Auslan words that you have been using already?*

### Activity 3:

- Your teacher will give you a character card.
- In your group, write words or a script for a short scene.
- Use SignBank website to write short sentences in Auslan.
- Your sentences will create a conversation between the characters.

### Activity 4:

- *What was easy about only using one form of communication?*
- *What was challenging about only using one form of communication?*
- *If you didn't know Auslan already, how did it feel having to use another language to express yourself?*
- *What did you have to do to make sure the audience and the other actors knew what you were trying to communicate?*
- *How do you feel now you know you can communicate in another language if you didn't before?*
- *If you already know some Auslan, how did it feel to be able to teach others?*



# Do's and Dont's for Learning Auslan

## DO:

- relax and have fun!
- try to be flexible
- leave any inhibitions at home (you need to become comfortable with using your body, especially making facial expressions, you will need to touch your body and face for many signs)
- take risks (you'll probably make a few mistakes but that's okay)
- make eye contact when communicating
- get ready to coordinate visual, spatial and motor skills
- aim for fluid movement so your signs will flow
- copy the teacher (but don't 'mirror' them)
- use your memory to remember signs and where you have located objects in your 'signing space'
- keep your signs within the 'signing space' in front of your body.

## DON'T:

- assume
- be patronising (you are no better than a deaf person just because you can hear)
- exaggerate lip movements
- imitate the sounds deaf people make
- hide your eyes or look away when communicating
- ask other students when you can't remember a sign (it's better to ask the teacher)
- disagree with the teacher or correct their signing (you may have learnt a different sign or a variation of a sign from someone else - consider this to be part of the rich diversity of Auslan).

# Do's and Dont's for Communicating with Deaf People

## DO:

- get the deaf person's attention first (touch them on the shoulder, flash the lights or stamp on the floor) - if they're not looking at you then they're not 'listening' to you
- ask how they would prefer to communicate (lip-reading, body movements, gesturing, signing, with an interpreter, writing etc.)
- position yourself slightly further away than normal speaking distance so all gestures can be seen in the visual field (Note: if the person is hearing impaired rather than deaf, position yourself at a normal speaking distance)
- maintain eye contact
- remain at the same eye level if possible
- use visual cues
- use simple language and gestures
- speak clearly, normally and at a normal rate (for the benefit of hard of hearing people you can speak slightly louder than normal)
- check you've been understood
- try rephrasing or communicating in a different way if not understood
- reduce background noise (hard of hearing only)
- have good lighting without light shining into their eyes.

## DON'T:

- assume
- be patronising (remember our attitude can be their greatest challenge)
- chew, eat or cover your mouth or face while talking
- shout or exaggerate lip movements
- repeat the same thing over and over again
- speak directly into their ear
- hide your eyes with sunglasses.