

Unit Name: Inclusive Learning Through Drama

Lesson name: Exploring Inclusion

Stage: Early Stage 1

Duration: 45 minutes

Lesson Overview

Through imaginative play, discussion and drawing, students become aware of the concept of inclusion.

Lesson Outcomes

A student will learn to:

- make drama by interacting with the teacher and others, and by using their imagination to create roles and dramatic situations
- communicate imagined situations through drama forms such as improvisation, movement, mime and storytelling
- begin to respond to their own drama in terms of roles and space
- participate in imaginative play by taking on basic roles, e.g. putting ‘baby’ to sleep, or an adventurous expedition
- communicate the depiction of real-life and fantasy situations in imagined dramatic contexts
- organise space to engage in dramatic play, e.g. identifying the different areas of an imagined shop in their play
- use movement, objects and costumes to assist in portraying roles and situations in symbolic play, e.g. wearing a hat and pushing a moveable object as if it is a shopping trolley at a supermarket.

A student will learn about:

- sharing their drama with others
- depicting everyday situations in dramatic contexts.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making DRAES1.1 Uses imagination and the elements of drama in</p>	<p>TEACHING</p> <p>Group Activity: Structured Play</p> <ol style="list-style-type: none"> 1. Students learn by playing collaboratively and inclusively with their peers using structured or imaginative play with selected toys and equipment. Use a variety of toys that represent different cultures, body features and abilities.

imaginative play and dramatic situations.

**Performing
DRAES1.3**

Dramatises personal experiences using movement, space and objects.

**Appreciating
DRAES1.4** Responds to dramatic experiences.

ENGLISH

ENe-1A
Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.

ENe-2A Composes simple texts to convey an idea or message.

ENe-3A Produces most lower case and upper case letters and uses digital technologies to construct texts.

ENe-5A
Demonstrates developing skills in using letters, simple sound blends and some sight words to

2. Teacher allocates students to groups of 3 or 4 and directs them to an activity area, e.g. home corner, play mats, tables.
3. Students are given 10 minutes for the ‘play’ activity (depending on the cohort of students, a longer time allocation might be given).

Teacher Note: During this time the teacher allows students to play and make choices without guidance. Teacher to monitor, talk to students, take anecdotal notes or photographs/video, for records and later discussion where possible.

Discussion:

1. Students come together as a class (on the floor) and take turns to ‘show and tell’ the rest of the class what equipment they played with and what they did.
2. Students show a brief display (act out) what they were doing. If a student, or group, feels uncomfortable verbalising or acting out what they did, the teacher can refer to their notes and/or photos/videos that were taken.

Teacher Note: Directed questioning may be required in order for some students to contribute to the discussion. Examples:

- *What did you play with?*
 - *Who did you play with?*
 - *What did you do during your play session?*
3. The teacher might also ask **What does it look like? Sound like? Feel like?**
 - *What did it look like?*
 - *What does it sound like?*
 - *What does it feel like?*

Teacher Note: These responses can be written on chart paper or an interactive whiteboard to refer to at a later stage if necessary.

Group Activity: Draw a Picture

1. Teacher displays **Inclusive Play** poster.
2. In their group, students draw a picture about their activity showing how they included each other. If the group prefers not to draw, the teacher could offer other options, e.g. use playdough or construction material to show what the activity was.
3. If students are able to, they construct a sentence about their activity, either written on paper or a small whiteboard, or typed on a computer. If students are unable to construct a written sentence, the teacher scribes the sentence for them and the children may copy the scribed sentence. Alternatively, a model can be written on the board after joint construction (teacher with students), that reluctant writers can copy.

Group Activity: Reflection

represent known words when spelling.

ENe-12E

Demonstrates awareness of how to reflect on aspects of their own and others' learning.

1. Finish lesson with a whole class discussion about 'inclusion'.
The teacher may need to provide simplified examples of 'inclusion', e.g. a child not included in a game, singing being included in the assembly, a red pencil being included in the pencil jar, include the colours red and green in your picture.
 - *What do you think inclusion looks like? Sounds like? Feels like? **What does it look like? Sound like? Feel like?***
 - *Did you feel included/not included at the start of playing?*
 - *What made you feel included/not included?*
 - *How did it feel to be included/not included?*
2. Teacher records responses on chart paper or interactive whiteboard.

Conclusion:

Option 1

1. The teacher reads or students watch [The Big Umbrella - Amy June Bates](#) (see resources list for story outline).
2. After the reading/viewing of the story, discuss how inclusion was shown/presented in the story.
 - *What do you think inclusion looks like? Sounds like? Feels like?*
 - *What does the umbrella do?*
 - *Was any one not included under the umbrella?*
3. Teacher directs the students' attention to the last 2 pages: "The amazing thing is..... there is" and "There is always room".
 - *Who can you see under the umbrella on these pages?*
 - *Were there any people not included?*
 - *Did it matter what the people looked like to be included under the umbrella?*
4. Discuss if the students thought they were inclusive in their activity earlier in the lesson.
 - *How were the activities inclusive?*
 - *How could they be made more inclusive?*
 - *How could you have included more classmates in your activity?*

Teacher could also refer to pictures that the students drew earlier in the lesson.

Option 2

1. Discuss as a whole class if the students thought they were inclusive in their activity earlier in the lesson. Teacher could also refer to pictures that the students drew earlier in the lesson.
 - *How were the activities inclusive?*
 - *How could they be made more inclusive?*

	<ul style="list-style-type: none"> - <i>How could you have included more classmates in your activity?</i> <ol style="list-style-type: none"> 2. Show students Scenarios Cards one at a time (or just focus on one scenario). 3. Brainstorm as a class: <ul style="list-style-type: none"> - <i>Have you ever been left out of (e.g. a game at school)?</i> - <i>How did it feel (e.g. to not be invited to a party)?</i> - <i>How can we make sure we include others (e.g. in a game)?</i> <p>ASSESSMENT</p> <p>No formal assessment has been provided for this activity.</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: Student/s participate in the activity at desks if the floor is not accessible due to mobility.</p> <p>Vision: Ensure students are seated near the front of the room to view visuals/videos. If using visuals it may assist to increase the size of font or pictures. Read the story one-to-one; braille or sensory version of story if available.</p> <p>Hearing: Hearing impaired students may need support through further visuals, or headphones with sound turned up to a suitable level.</p> <p>Sensory: the need for headphones? A student may wish/be happier to construct an imaginative scenario by themselves. Have a quiet space if a hyper-sensitive sensory student begins to have a meltdown. Student may wish to select their own partner and work in a space in the room that they are comfortable with.</p> <p>Autistic/ASD students may be challenged by lack of routine, noise, having to share, working with others. The student may have their own self-regulating strategy to use, e.g. a safe/quiet spot, a stress toy. Offer choices to ensure engagement/participation.</p> <p>Non-verbal: make use of the ‘have-a-go’ strategy and a little whiteboard; have student work with a partner and construct a sentence together; offer use of playdough or construction material to create their picture. Communication board if available or text-to-speech on a device.</p> <p>EAL/D: make use of the ‘have-a-go’ strategy and a little whiteboard; have student work with a partner and construct a sentence together; offer use of playdough or construction material to create their picture. Use a translation app for the story.</p> <p>Other: when students partner up, be aware of the ‘solo’ student who may be excluded - check class numbers and if odd numbers then consider doing groups of 3 instead of pairs.</p> <p>Students who are not comfortable ‘performing’ - teacher makes notes or videos of student when ‘at play’ in imaginative scenario; student could perform to teacher alone or the teacher could be a partner.</p>

Resources

- [What does it look like? Sound like? Feel like?](#) - Blue Sky Community Services
- [Inclusive Play](#) - Blue Sky Community Services
- [Scenarios Cards](#) - Blue Sky Community Services
- **Online Books:** [The Big Umbrella by Amy June Bates](#) - Rebekah Wall (YouTube). It is a rainy day, and a child goes out with their umbrella. Soon the umbrella that loves to help is taking in everyone from the rain, no matter who they are or what they look like. The umbrella is, of course, a symbol for an inclusive society but with young children.
- **Suggested Library Books:** alternative books may be found in the links below
 1. <https://adayinourshoes.com/kids-books-inclusion> - A Day In Our Shoes by Lisa Lightner.
 2. [10 Children's Books About Inclusion](#) - All Belong Centre for Inclusive Education
 3. <https://www.notimeforflashcards.com/2018/03/picture-books-promote-diversity-inclusion.html> - No Time For Flashcards

Resources for Adjustments (if applicable)

- Headphones

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:

• What does it look like?



• What does it sound like?



• What does it feel like?





INCLUSIVE PLAY





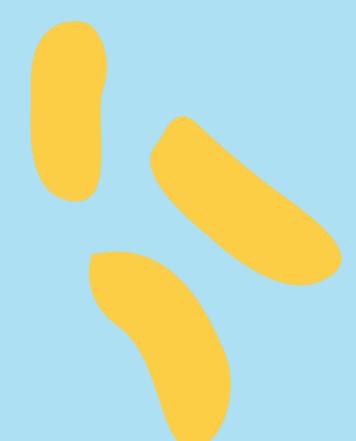
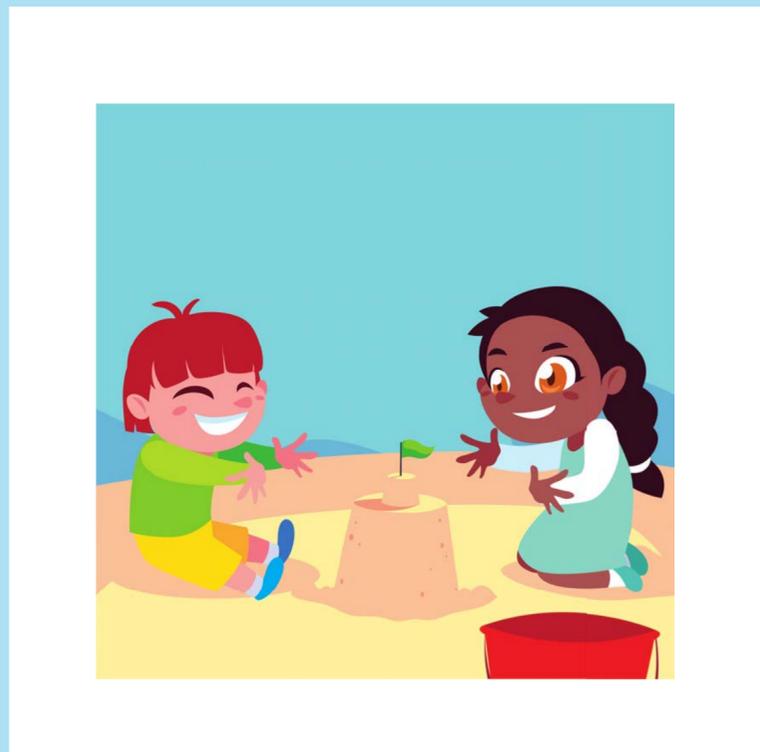
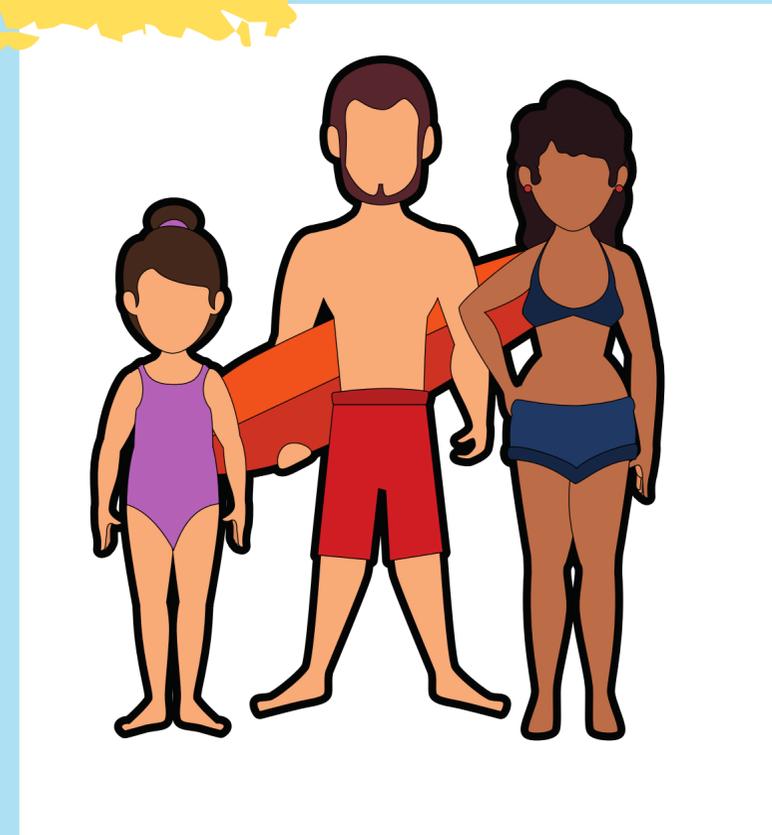
PARTY



SHOPPING



AT THE BEACH



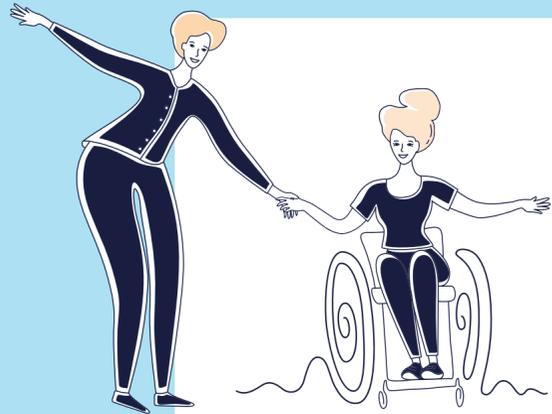
FISHING WITH FRIENDS



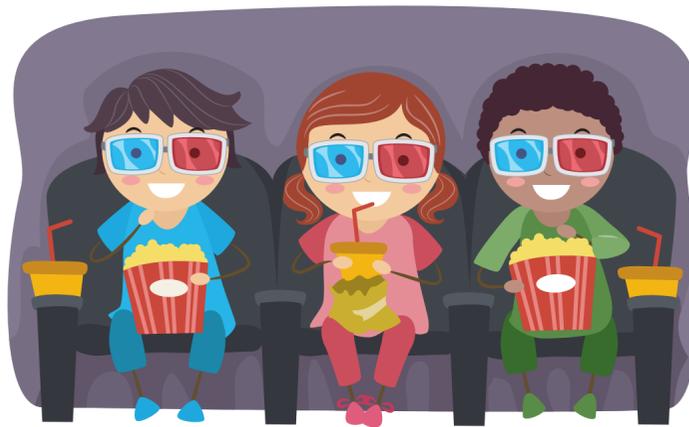
AT SCHOOL



DANCING



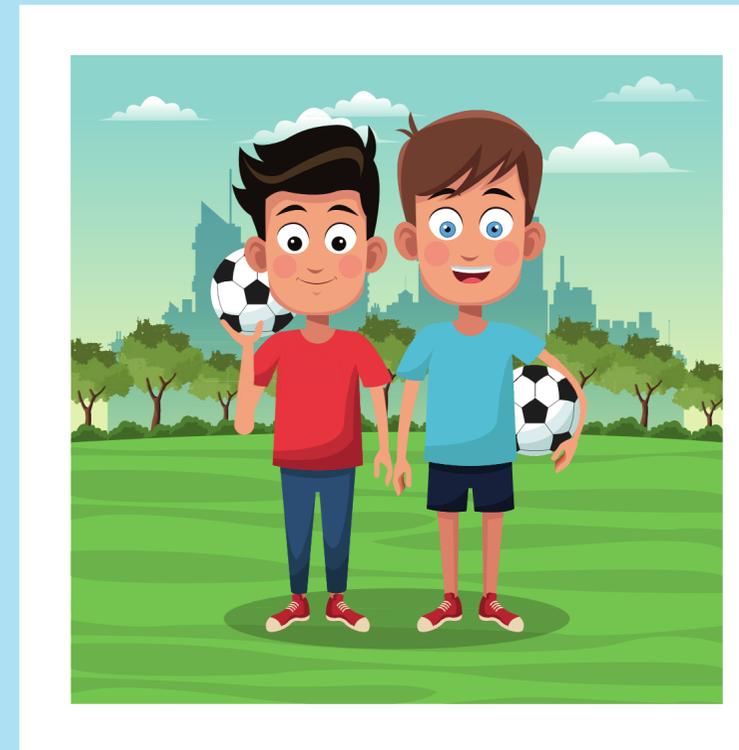
WATCHING MOVIES



RIDING A BIKE



PLAYING SOCCER



GAMES WITH FRIENDS

