

**Unit Name:** Inclusive Learning Through Drama

**Lesson name:** Values With Puppets

<b>Stage:</b> 1
<b>Duration:</b> 60 minutes

**Lesson Overview**

Students will work collaboratively to act out a performance using puppetry. Students will work together in groups to design a drama performance based on a prescribed positive value. Students will also focus on developing ways to communicate in a caring, inclusive and respectful manner with themselves and others.

**Lesson Outcomes**

**A student will learn to:**

- explore role interactions in a variety of dramatic situations.
- make drama in various groupings by responding to the elements of drama (e.g. tension, contrast, symbol, time, space, focus and mood).
- make meaning through the forms of drama (e.g. improvisation, movement, mime, storytelling, readers’ theatre and puppetry).
- communicate and express their everyday and imagined experiences in drama as a way to create meaning about them.
- respond to drama as devisers and audience members.

**A student will learn about:**

- engaging in the elements of drama to develop the action of the drama.
- making decisions about role, situation, space, voice and movement.
- viewing character relationships in live performances and screen drama.

Syllabus Outcomes	Teaching, Learning and Assessment
<p><b>DRAMA</b></p> <p><b>Making</b></p>	<p><b>TEACHING</b></p> <p><b>Warm-up:</b> Guess What I Like Doing?</p>

<p><b>DRAS1.1</b> Takes on roles in drama to explore familiar and imagined situations.</p> <p><b>DRAS1.2</b> Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</p> <p><b>Performing</b></p> <p><b>DRAS1.3</b> Interacts collaboratively to communicate the action of the drama with others.</p> <p><b>Appreciating</b></p> <p><b>DRAS1.4</b> Appreciates dramatic work during the making of their own drama and the drama of others.</p> <p><b>ENGLISH</b></p> <p><b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.</p> <p><b>EN1-2A</b> Plans, composes and reviews a small range of simple texts</p>	<ol style="list-style-type: none"> <li>1. Teacher instructs the class to form a circle.</li> <li>2. Teacher chooses 1 student.</li> <li>3. Chosen student stays in the circle and acts out something they like doing, e.g. playing the guitar, getting a surprise, riding a bike, climbing trees, swimming, playing handball.</li> <li>4. Classmates raise their hands and attempt to guess what the student is acting out.</li> <li>5. The student who is acting in the circle will choose a classmate with their hand up.</li> <li>6. The class have three guesses before the student reveals the action name.</li> <li>7. The student to the left of the first student now has a turn to say what they like to do and act it out.</li> <li>8. Continue around the circle until each student has had a turn.</li> </ol> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>- <i>What are values? Values are principles or standards of behaviour; one's judgement of what is important in life. <b>Synonyms.</b></i></li> </ul> <p>Teacher to display <b>Values Visual</b> to assist discussion.</p> <ul style="list-style-type: none"> <li>- <i>What are some values?</i></li> <li>- <i>What are some values in your family or religion?</i></li> <li>- <i>What is a value that is important to you?</i></li> <li>- <i>How do you or your family act out these values?</i></li> </ul> <p><b>LEARNING</b></p> <p><b>Class Activity:</b> Using Puppets</p> <p>For this activity teachers can choose to either:</p> <ol style="list-style-type: none"> <li>a. if available, use an already made puppet or</li> <li>b. design a puppet using <b>Drama Character Cards</b> and sticks or paddle pop sticks. Teacher can display <b>Instructions For Making A Puppet.</b></li> </ol> <ol style="list-style-type: none"> <li>1. Create a stage for the performance. Either place a sheet or towel between two chairs, use a white board or a desk flipped over on its side (ensure it is easily accessible for all students to use by providing enough space for students to move around).</li> <li>2. Teacher puts students into groups of 3 or 4.</li> <li>3. Teacher gives each group a value word.</li> <li>4. Teacher discusses the word with the group to make sure they are aware of its meaning.</li> <li>5. In their groups, students create a puppet show based on the value word they were given.  Example: <u>Caring</u> - students could base a performance around a situation where a person was caring, e.g. a student waiting for their classmate so they are not left behind.</li> <li>6. Groups brainstorm their ideas by completing the <b>Drama Performance Planner.</b></li> <li>7. Students have 10-15 minutes to practice their performances.</li> </ol>
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<p>for a variety of purposes on familiar topics for known readers and viewers.</p>	<p>8. Groups take it in turns to perform their puppet show in front of the class. The Teacher may choose to perform this at the school assembly.</p> <p>9. After each performance the teacher and students can ask questions about the performance.</p> <ul style="list-style-type: none"> <li>- <i>What message did you want to send the audience?</i></li> <li>- <i>How did you get the message across regarding your value?</i></li> <li>- <i>How did you come up with the ideas?</i></li> <li>- <i>Tell us more about your characters.</i></li> <li>- <i>What parts did the audience like best?</i></li> </ul> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>- <i>How did it make you feel to act out your value?</i></li> <li>- <i>Is the value you acted out a value that is important to you?</i></li> <li>- <i>Why (or why not) is this value important to you?</i></li> <li>- <i>What value do you think best describes you?</i></li> <li>- <i>How does your value enrich the lives of others?</i></li> <li>- <i>When you help someone, could you also be teaching them something?</i></li> <li>- <i>How does the value they learn from you help others?</i></li> </ul> <p><b>ASSESSMENT</b></p> <p>No formal assessment has been provided for this activity.</p>
<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> Raise a sheet or board to a height that will assist the student to perform their puppet show. The stage may need to be wider for wheelchair access. It would be preferable to make these adjustments before performances start (that way a student does not feel like special adjustments are being made for them in front of the other students). Position students accordingly to view classmates’ performances. Students have classmates hold puppets for them while they do the voices for performance.</p> <p><b>Vision:</b> Students may need some details explained to them, e.g. types of puppets used and the details on them, how to hold and move puppets for show. Use a tag on the back of the puppet board or sheet for the student to feel where to hold the puppet or how far to move the puppet along. Incorporate narration and get students to give story and character overviews at the beginning of the performance. Teacher can fill in any visual details for the student while other puppet shows are being performed. Provide Optical magnifiers or large font visuals for <b>Values</b> list.</p> <p><b>Hearing:</b> Use sound devices if available. Ensure any background noise is minimised. Repeat any questions the class has asked before answering. A helper can sign, or a student can be given <b>Written Instructions, Activities overview</b> or a more detailed version of <b>Instructions</b> for the activity. Provide students with a written storyline/dialogue script for each group</p>

	<p>performance, or each group can give a brief verbal or written overview of classmates' performances before they begin.</p> <p><b>Sensory:</b> Provide different options for material used, e.g. if a student has a dislike for paddle pop sticks, given the option of using cardboard or a plastic ruler. Have a quiet area in which students can plan their performance.</p> <p><b>Non-verbal:</b> Incorporate the student's own form of communication into the performance or have the students group do the verbal parts while the student holds up the puppet. <b>EAL/D:</b> Ensure students understand the task by using <b>Basic Written Instructions</b> and visuals to demonstrate. Students can perform in their first language if preferred. Have a student or teacher explain the puppet show that is taking place.</p> <p><b>Other:</b> Behaviour may change due to avoidance in this activity if a student is uncomfortable being up in front of the class. Give students a smaller or different goal if necessary, e.g. have the student be the person who sets up the stage, introduces each performance, does sound effects (if required), or have students act out one line instead of the whole performance. It may also be good to provide opportunities for students to choose their own puppet based on the students' interests (<b>Additional Options for Puppets</b>). Set up a mirror for students to see their own puppet performance.</p>
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## Resources

- [Values List](#) - Blue Sky Community Services
- [Values](#) - Kids. Wordsmyth
- [Instructions For Making A Puppet](#) - Blue Sky Community Services

## Resources for Adjustments (if applicable)

- [Basic Written instructions](#) - Blue Sky Community Services
- [Options for Puppets](#) - Blue Sky Community Services

<b>Lesson Evaluation/Reflection</b>	<b>Yes</b>
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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:	

# VALUES

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


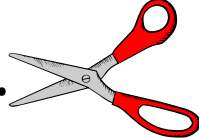
- **considerate**
- **team player**
- **gratitude**
- **listening**
- **learning**
- **trust**
- **compassion**
- **kindness**
- **fairness**
- **respect**
- **caring**
- **honesty**

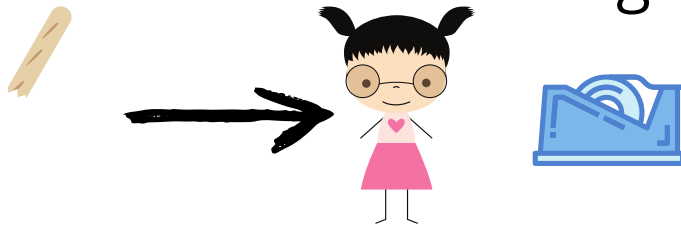
Values: principles or standards of behaviour;  
one's judgement of what is important in life.

# What do these Values mean?

- **Considerate** - to think of other people and how they feel.
- **Listening** - to concentrate on and hear what people are saying.
- **Compassion** - to think and take care of others.
- **Respect** - to treat everybody in an equal and kind way.
- **Team player** - to be a person who works well with others.
- **Learning** - Processing acquired knowledge or skills.
- **Kindness** - to act friendly and considerate towards others.
- **Caring** - to look after another person or thing.
- **Gratitude** - to be thankful of the good things in life.
- **Trust** - to have hope or faith in someone or something. To be able to depend on somebody or something.
- **Fairness** - everybody is treated the same way no matter who they are.
- **Honest** - to tell the truth in situations.

# Character Card Puppet-making Instructions

1. Print out character cards. 
2. Cut cards or drawings out. 
3. Laminate individual cards or drawings.
4. Stick paddle pop stick to the back of each card or drawing with sticky tape.





# Making a Play

1. Form a group.
2. Pick a puppet.
3. Make a play about your value word.
4. Perform your play for the class.

