

Unit Name: Inclusive Learning Through Drama

Lesson name: Conversations with Characters

Stage: 1

Duration: 60 minutes

Lesson Overview

Through acting out scenarios and taking on the role of a different character, students will learn new ways to start conversations and be caring, inclusive, and respectful of others. Students will be given a platform to discuss different perspectives and a safe place to ask questions.

Lesson Outcomes

A student will learn to:

- express dramatic meaning by taking on and sustaining familiar and different roles and by selecting character-specific props, gestures and movements
- use the elements of drama to deepen the meaning of the drama and in discussing drama work.

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
- devising drama in collaboration with others using scripted and unscripted material as resources for drama performances
- negotiating and sustaining roles and their relationships in shaping the action.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making</p>	<p>TEACHING</p> <p>Warm-up: Association Word Game</p>

<p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.</p> <p>DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.</p> <p>Performing</p> <p>DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.</p> <p>Appreciating</p> <p>DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.</p> <p>ENGLISH</p> <p>EN1-1A 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>	<ol style="list-style-type: none"> 1. Class sits in a circle. 2. Teacher plays The Noun Song (42-second song with visuals) for reminders of nouns. 3. Teacher chooses a student to think of a noun and to say it out loud to the class. 4. The student to their left will say the first word they think of after hearing what the first student said. Example: Student 1 might say tree, Student 2 might think of an apple tree so says “apple”, Student 3 might think of the colour red when thinking of an apple so they will say “red”. 5. Continue the game until it gets back to the person who started. <p>Discussion</p> <p>Teacher discusses previous lesson ‘Interactions in the Playground’. Teacher talks about all the great ideas the students came up with to assist others.</p> <p>Teacher asks students questions:</p> <ul style="list-style-type: none"> - <i>Have you assisted someone since last class? (At school, outside school or at home?)</i> - <i>How and what happened?</i> - <i>Have you been helped by someone else since last class? (Parent, teacher, friend, classmate or stranger). Share how.</i> <p>LEARNING</p> <p>Group Activity: What is a Conversation?</p> <ol style="list-style-type: none"> 1. Teacher displays What is a Conversation? on the board. 2. Teacher leads class discussion with the following questions: <ul style="list-style-type: none"> - <i>Can you think of ways to start a conversation with someone new?</i> - <i>Why is it important to be able to talk with a range of people?</i> - <i>What can we learn and gain from talking to someone new?</i> 3. Teacher directs students to form a semi-circle (sitting or standing). 4. One student is chosen to go up to the front (Student 1). 5. Teacher gives a Character Card to Student 1. 6. Student 1 shows the rest of the class the character card they will be acting as. 7. Teacher Note: may need to have a brief discussion with students about the card. <ul style="list-style-type: none"> - <i>Is there anything you can see in the character card that you can relate to? (e.g. sports, dance, exercise, pets..... Have you broken a bone or had to go to hospital before? Have you been on a plane before?)</i> - <i>Is there anything about this character you find interesting?</i> - <i>Could you use what you have noticed to ask questions?</i> - <i>Have you got any questions about the character on the card?</i>
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	<ol style="list-style-type: none"> 8. Another student from the semi-circle is chosen to go to the front to join Student 1. 9. Student 2 is to start a conversation with Student 1. Student 2 can pick from Conversation Starters if they need assistance on a conversation topic. 10. Student 2 can introduce themselves, compliment, ask questions and share something about themselves Making Conversations prompt. Teacher Note: Remind students to have fun and be themselves. 11. Student 2 is replaced with another student (Student 3). Student 3 goes to the front to have a turn practicing their conversation skills by repeating steps 9 and 10. 12. Students 1 and 3 return to the semi-circle. 13. Teacher has open discussion with students about the conversations and encourages Questions students might have. Teacher asks Questions from Conversations. 14. Teacher chooses different students and the activity is repeated (steps 3-12). This can be repeated a few times if desired, so there are a few examples to discuss. <p>Reflection:</p> <ul style="list-style-type: none"> - <i>What have you learnt from this activity?</i> - <i>Do you feel you have more confidence to talk to someone new in future? Why or why not?</i> - <i>Has anyone got any more questions about the characters we used today?</i> <p>ASSESSMENT</p> <p>There is no formal assessment 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: Students could stay where they are and act from that position or 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. Allow students to choose a character they feel comfortable to act out.</p> <p>Vision: Give students direction on where to stand. Provide optical magnifiers or use Character Cards - Large Print, or enlarge Character Card and Making Conversations prompt. Have a student or teacher explain the Character cards to the student.</p> <p>Hearing: Provide students with Instructions or more detailed Language support during the lesson for clarification.</p> <p>Warm-up game: Ensure each word that is said by students in the class is displayed in visual form for students. (Use a device or white board to display.) Students use their own means of communication, e.g. sign or gestures. Use sound devices if available and ensure any background noise is minimised. Repeat any questions the class has asked before answering. If possible have a teacher or assistant sign.</p>

	<p>Sensory: Create a space in the classroom that gives students a ‘break’ from constant environmental stimulants.</p> <p>Non-verbal: Students may participate in performance using their preferred means of communication. Incorporate technology or devices in group work and ask targeted closed questions. Place the student in a good position for viewing when other students are performing.</p> <p>EAL/D: Provide students with <i>Language support</i> during the lesson for clarification. Use Google translate to convert text to their preferred language (if they are able to read).</p> <p>Other: Behaviour may change due to avoidance in this lesson. If a student is uncomfortable being in front of the class, allow students to complete activities such as the warm-up game in pairs. Games could be played without students having to stand up in front of the class allowing students to perform the activity in their preferred position. Students can answer questions to the teacher instead of the whole class.</p>
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Resources

- [Character Cards](#) - Blue Sky Community Services
- [Making Conversations Prompt](#) - Blue Sky Community Services
- [The Noun Song](#)- Hannah Bruan (You Tube)
- [Conversation Starters](#) - Blue Sky Community Services

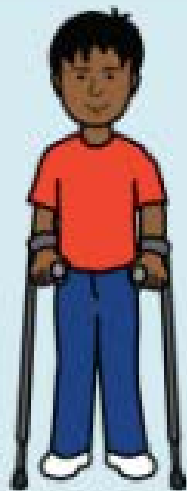
Resources for Adjustments (if applicable)

- [Instructions](#) - Blue Sky Community Services
- [Language support](#) - Blue Sky Community Services
- [Google translate](#) - Google
- [Character Cards - large Print](#) - Blue Sky Community Services
- [Conversation Starters](#) - Blue Sky Community Services

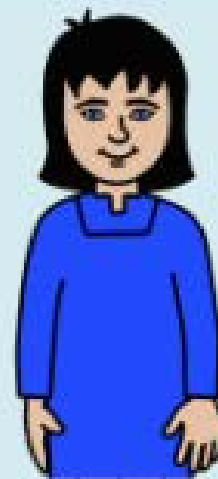
Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input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



Character 9



Character 10



Character 11



Character 12



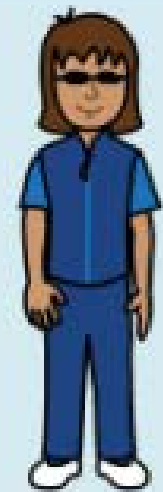
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Character 14



Character 15



Character 16



Character 17



Character 18



Character 19



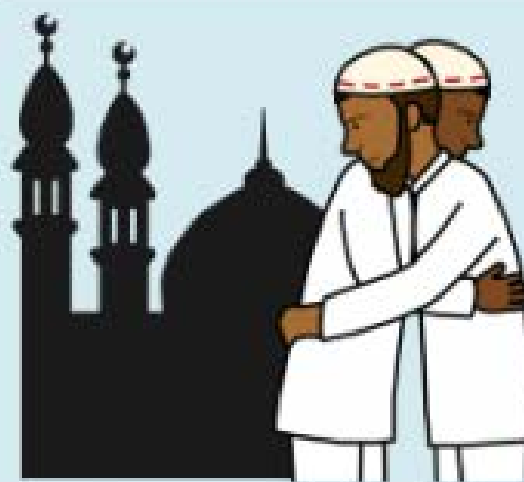
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Character 21



Character 22



Character 23



Character 24



Character 25



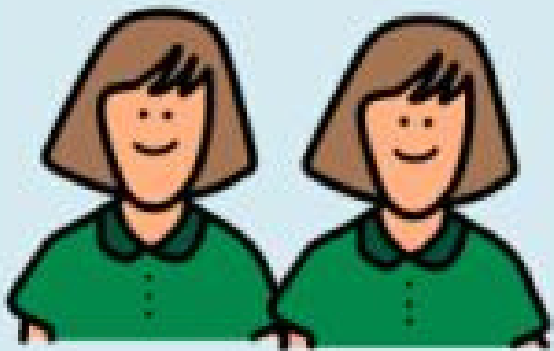
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Character 27



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Character 31



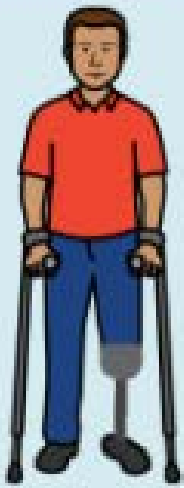
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Character 33



Character 34



Character 35



Character 36



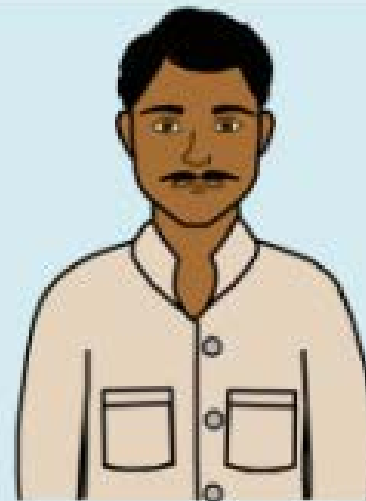
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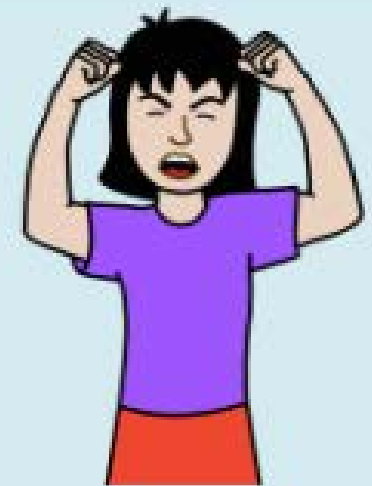
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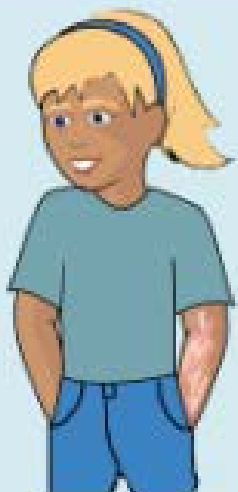
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Character 42



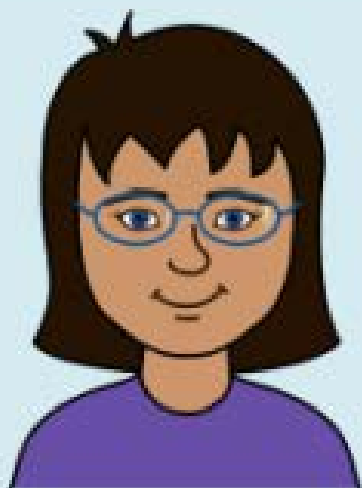
Character 43



Character 44



Character 45



Character 46



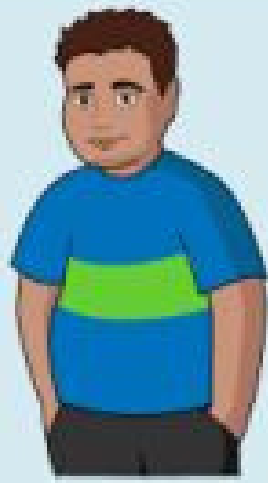
Character 47



Character 48



Character 49



Character 50

Making Conversations



Hi my name is



Say something nice to them.



Ask a question.



Listen to response.

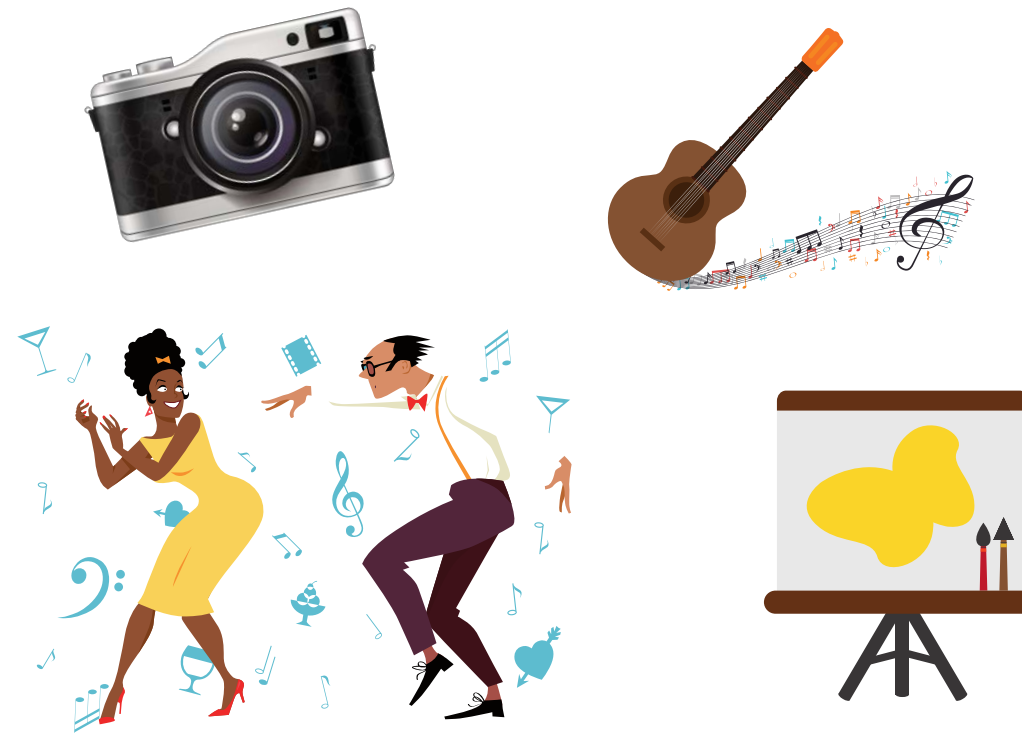


Share something about your self.

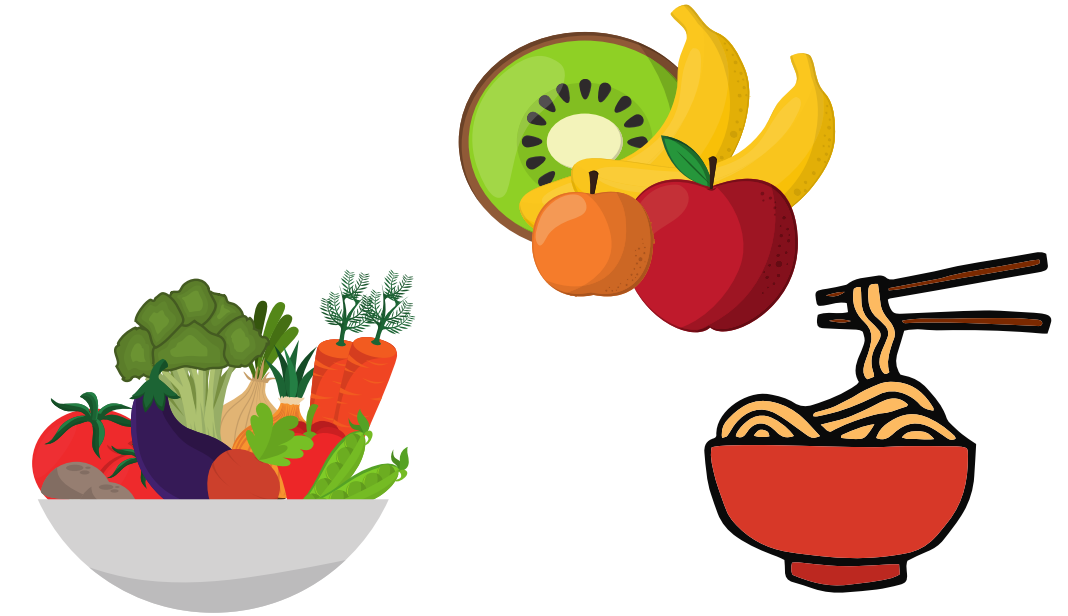
Sport



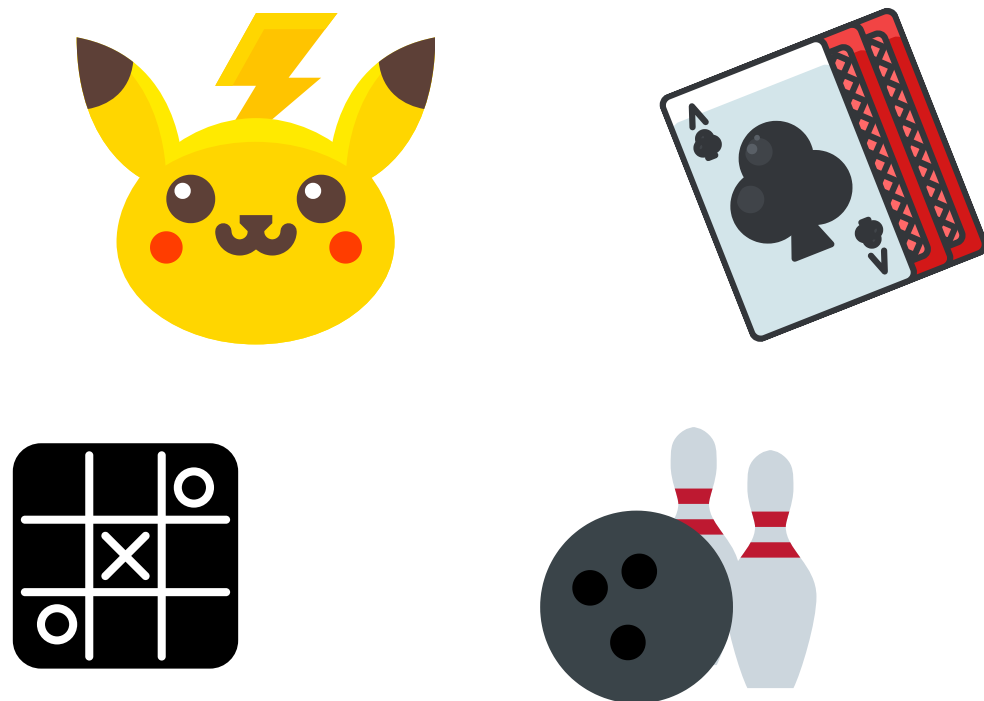
Art



Food



Games



Books

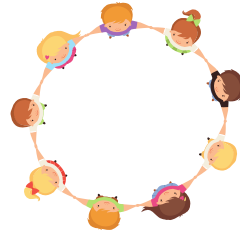


Family



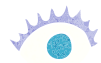
Warm-up Game

1. Form a circle.



2. Say first word you think of when you

see



or hear



the word the

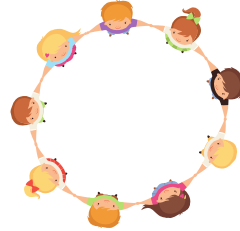
person next to you communicated.

Instructions For Starting Conversations Lesson

1. Form a semi circle.
2. One person gets a character card and stands up the front.
3. The class practises starting conversations with the student acting out the character card.

Warm-up Game

1. Form a circle.



2. Say first word you think of when you

see  or hear  the word the

person next to you communicated.

Basic Instructions

1. Form a semi circle.
2. One person gets a character card and stands up the front.
3. Class practices starting conversations with the student acting out the character card.

Starting Conversations

Warm-up.

- Students sit in a circle.
- One student will say a word.
- Student to the left says the word they think of when they hear or see the first word.
- Continue around the circle.

Discussion

- Previous lesson.
- Have we helped someone since? Out or at home?

What is a conversation? - A conversation is an interactive communication between two or more people in which news and ideas are exchanged.

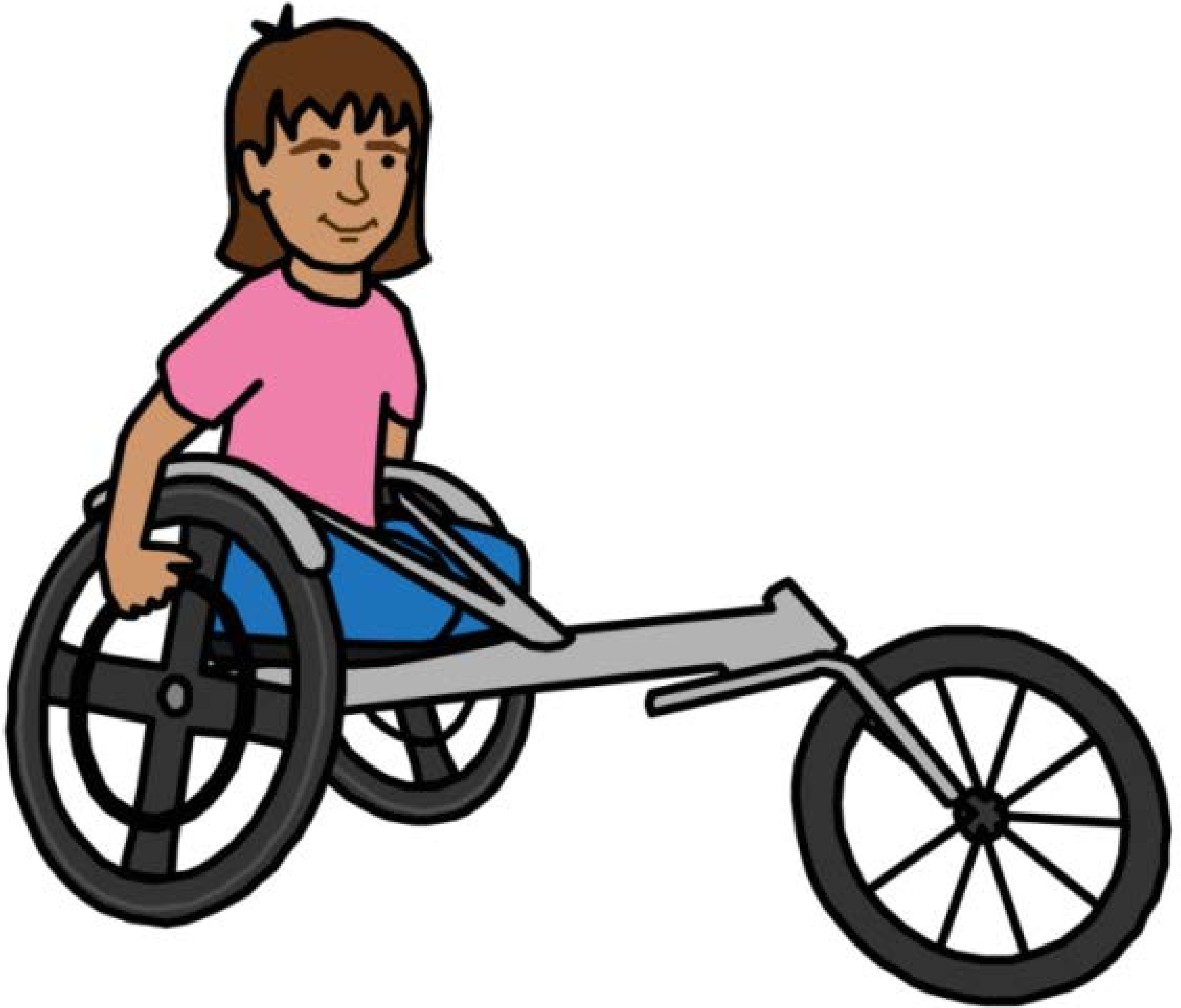
Conversation Synonyms - Chat, discussion, yarn, talk, heart to heart.

Activity

1. Why is it important to communicate with a range of people? Can you think of ways to start communication with someone new?
2. Students form a semi-circle
3. One student goes to front with a character card.
4. Class takes turns to go and communicate with the character that the student up the front is playing. [Conversation Prompts](#)

Reflection:

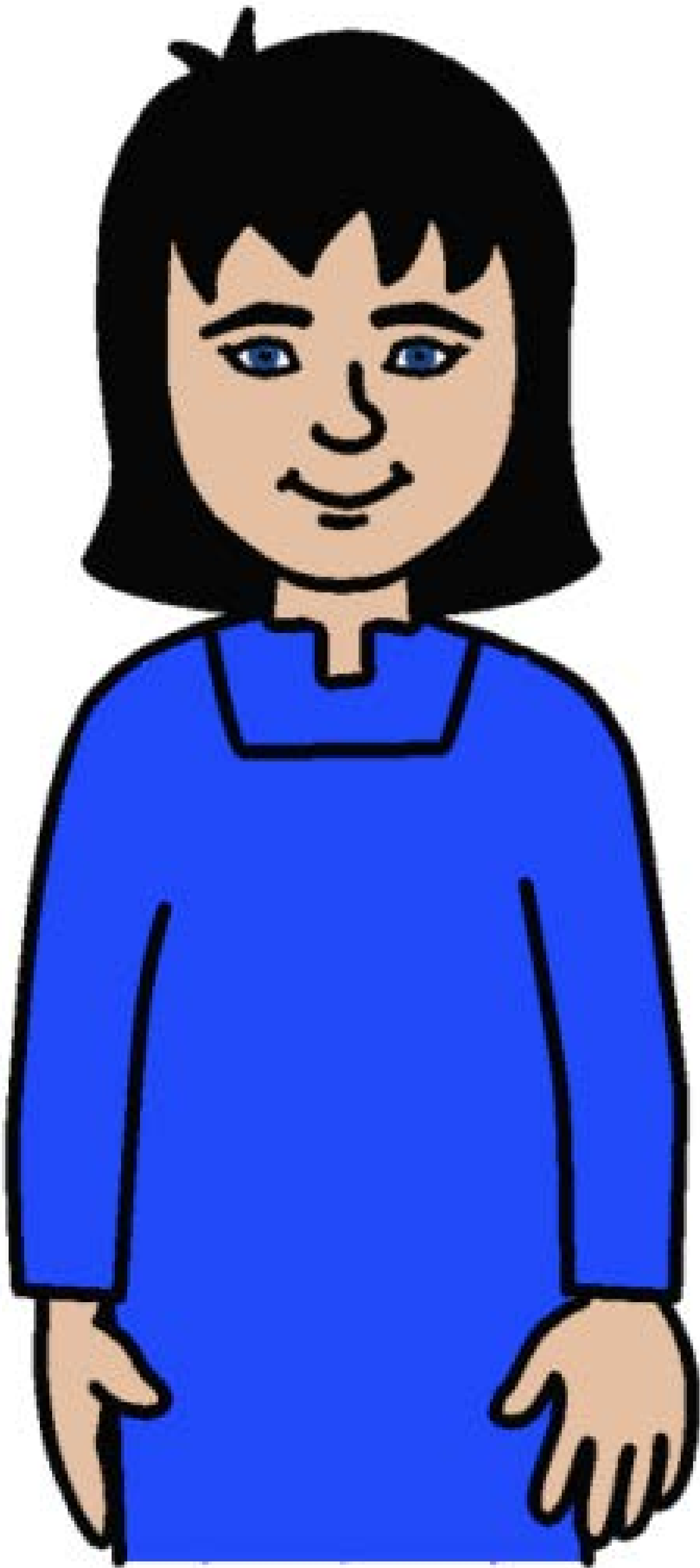
- *What have you learnt from this activity?*
- *Do you feel you have more confidence to communicate to someone new in future? Why, or why not?*
- *Has anyone got any more questions about the characters we used today?*



Character 1



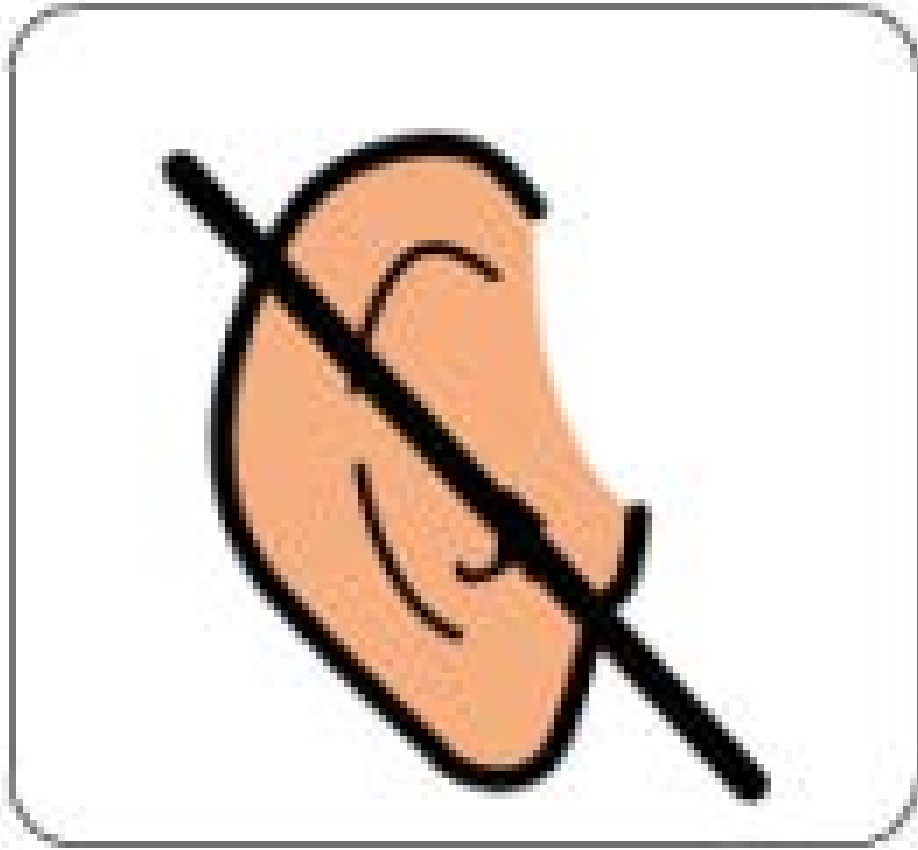
Character 2



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Character 8



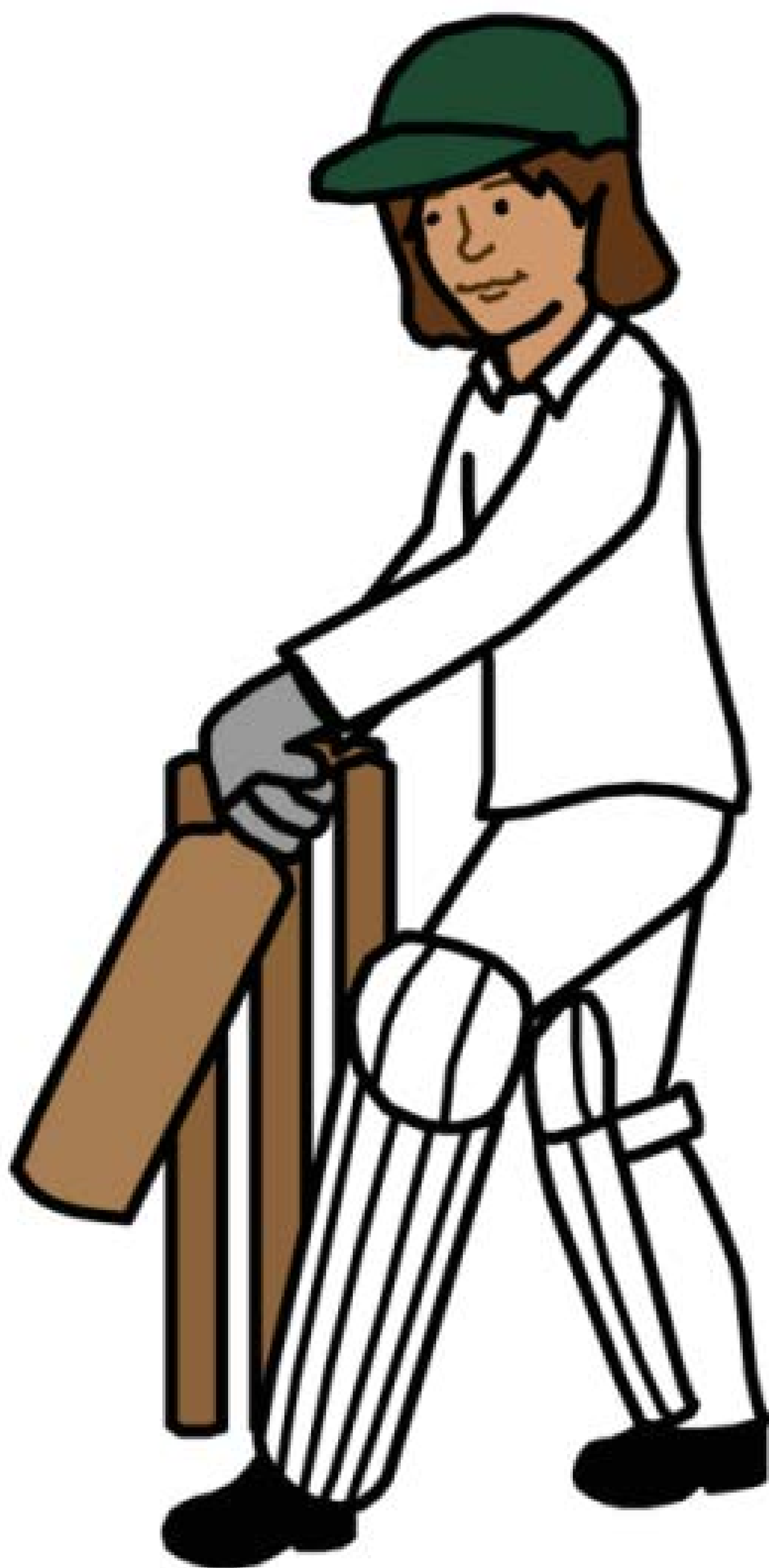
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Character 13



Character 14



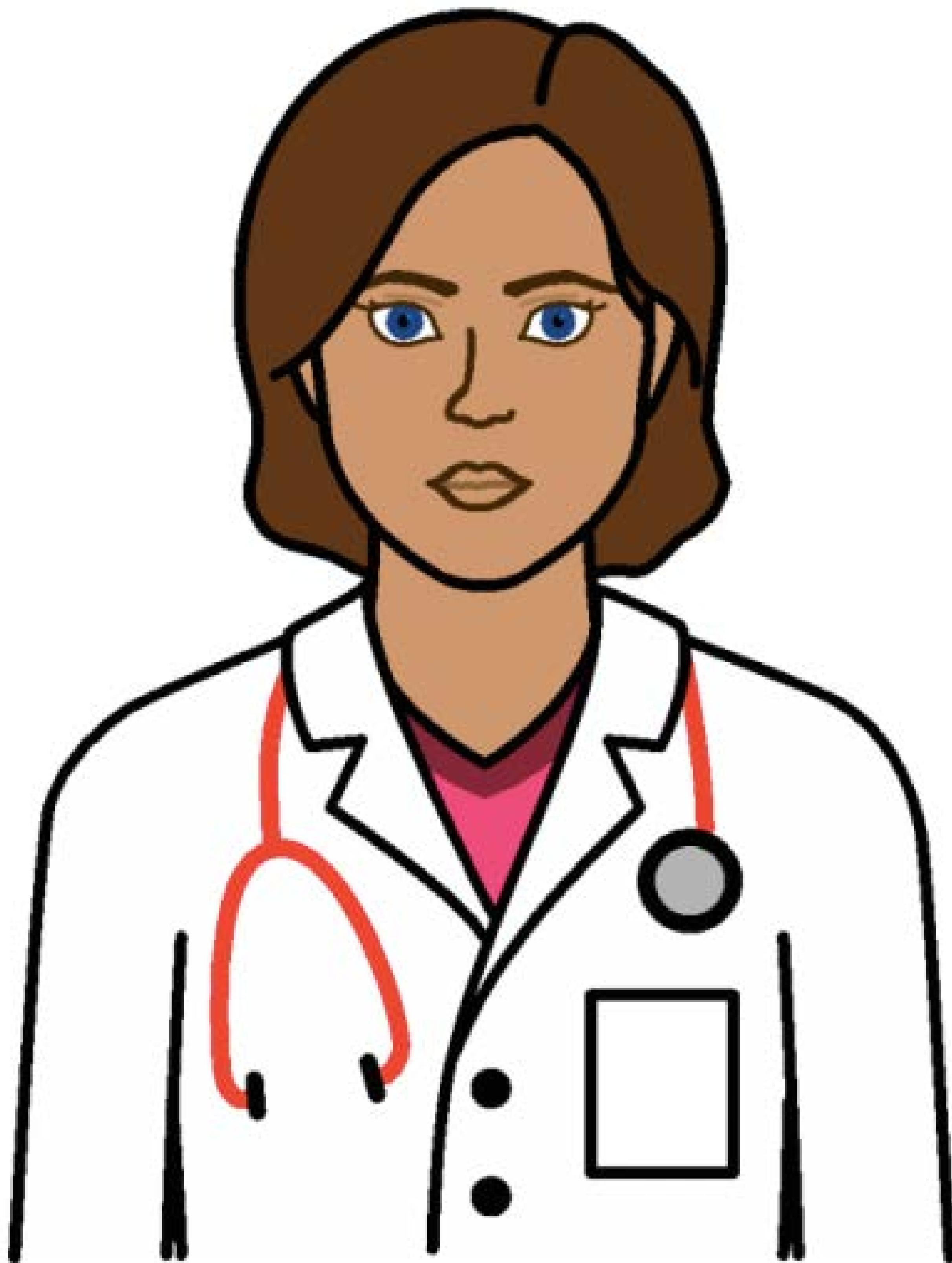
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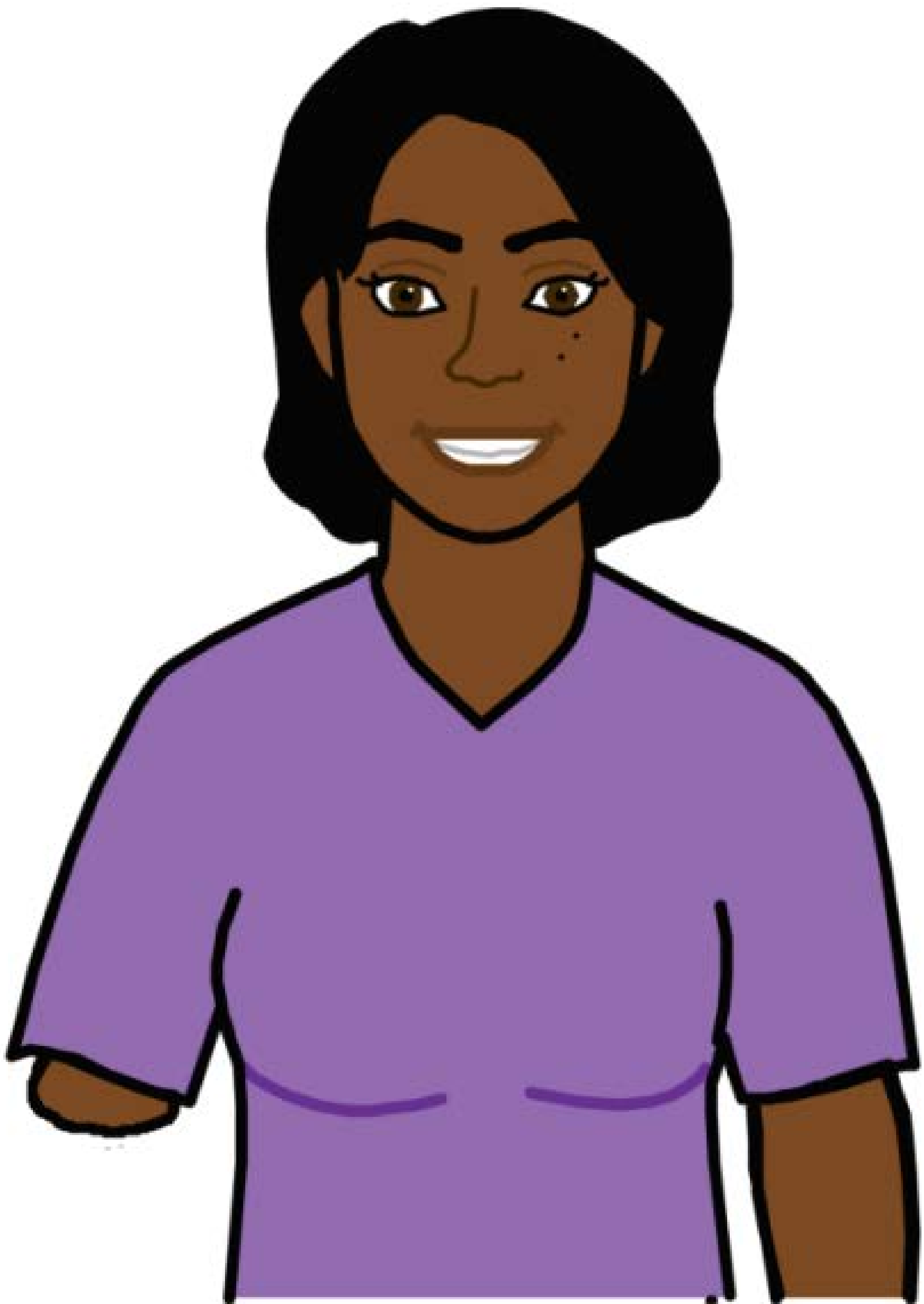
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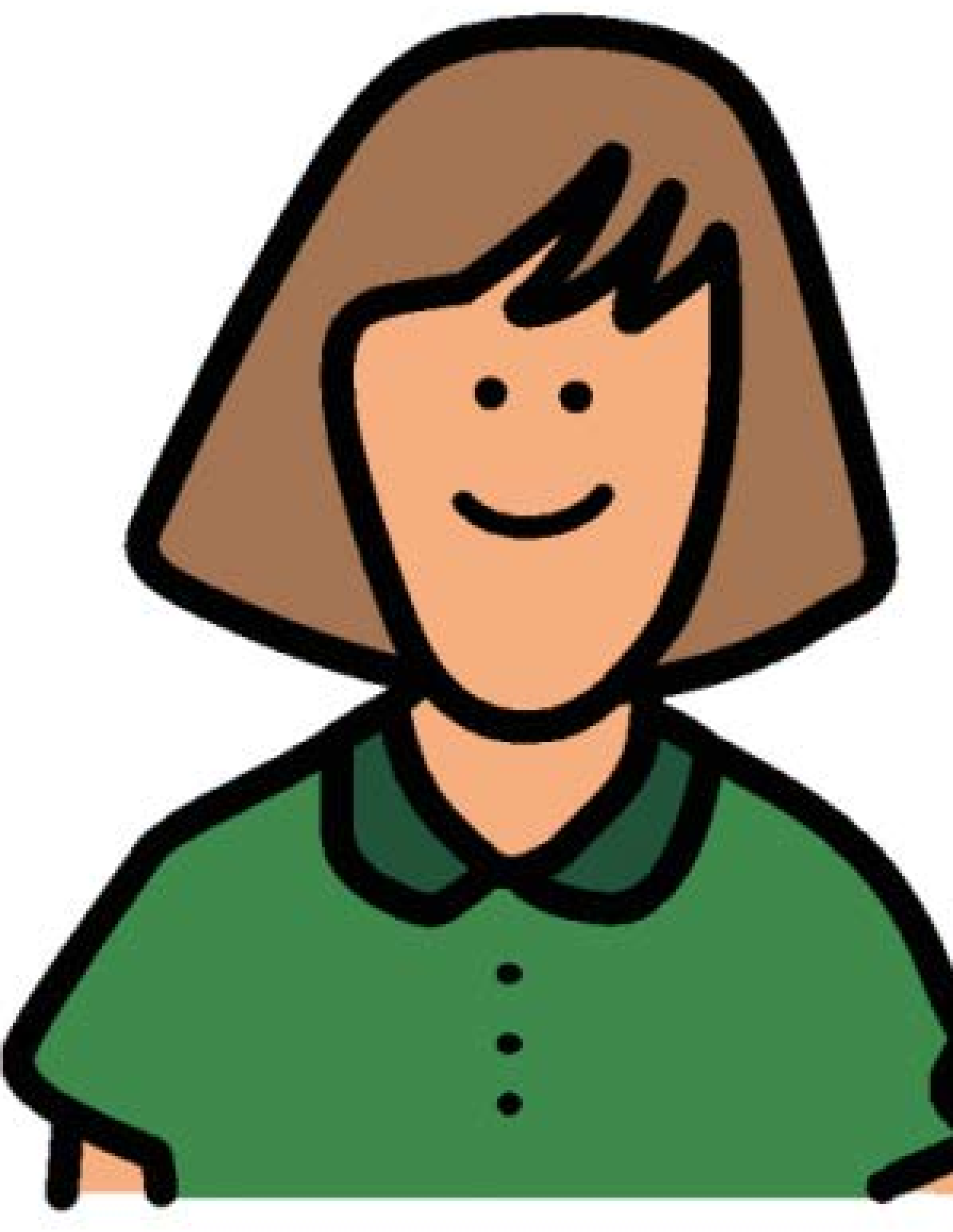
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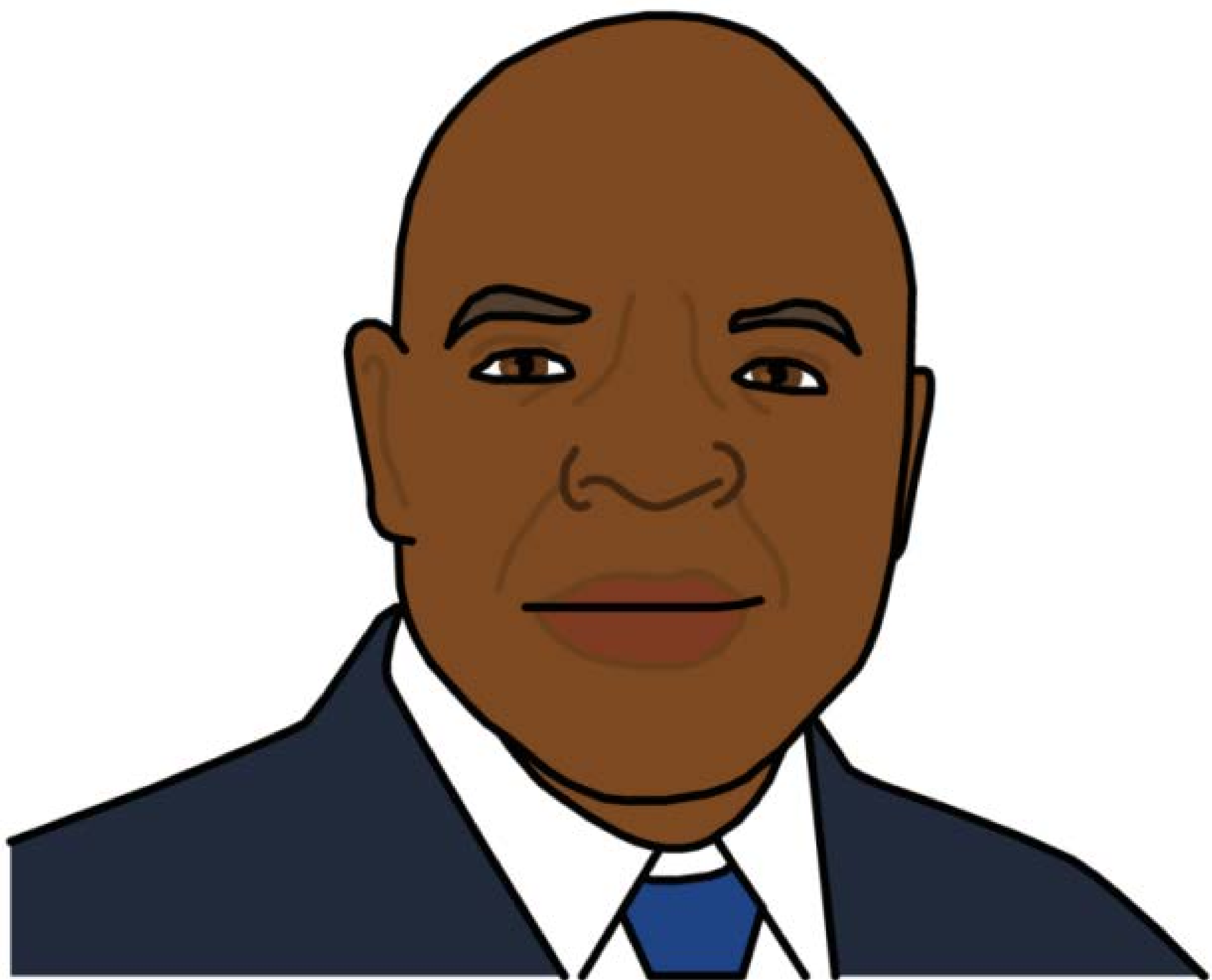
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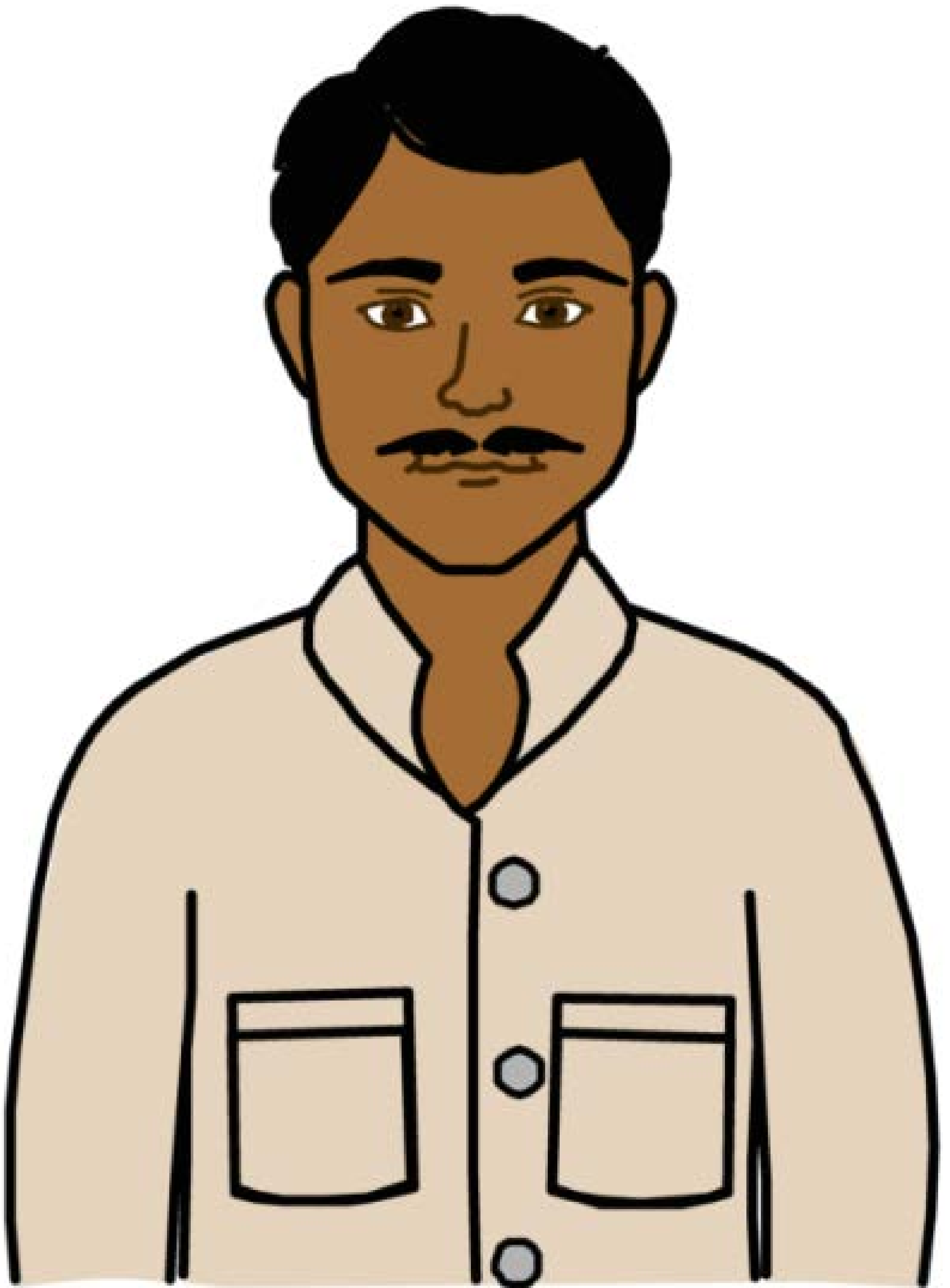
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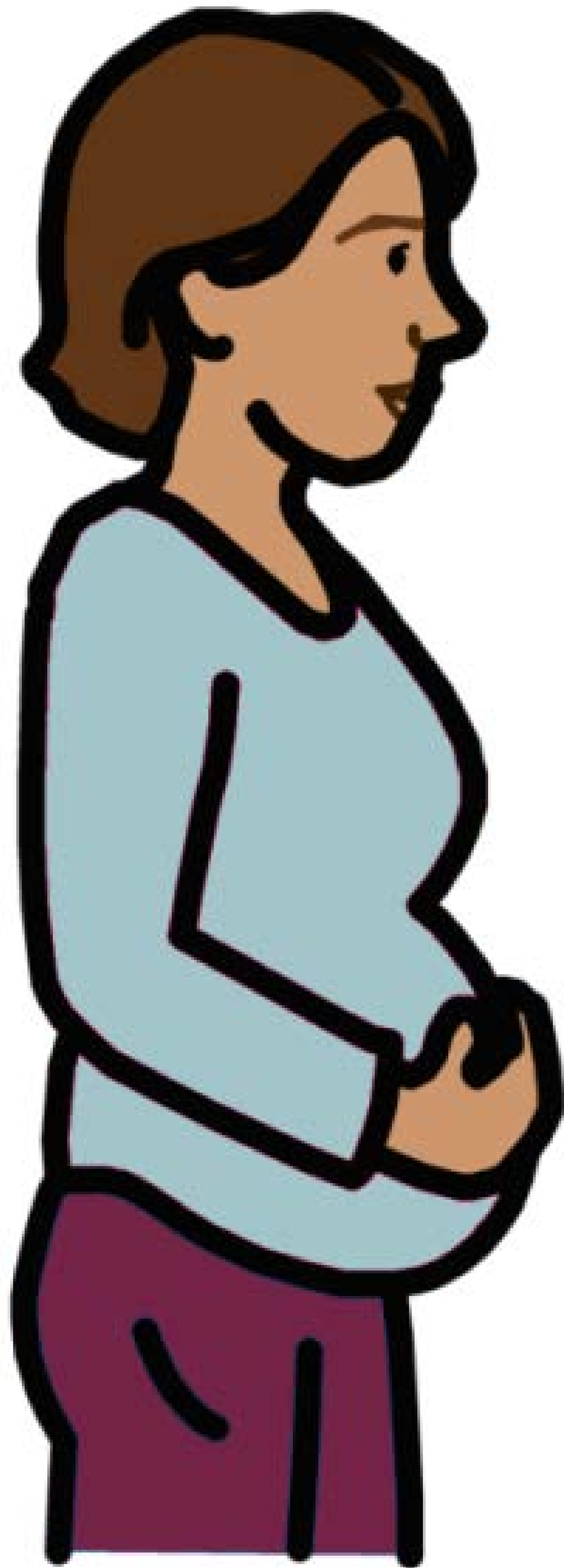
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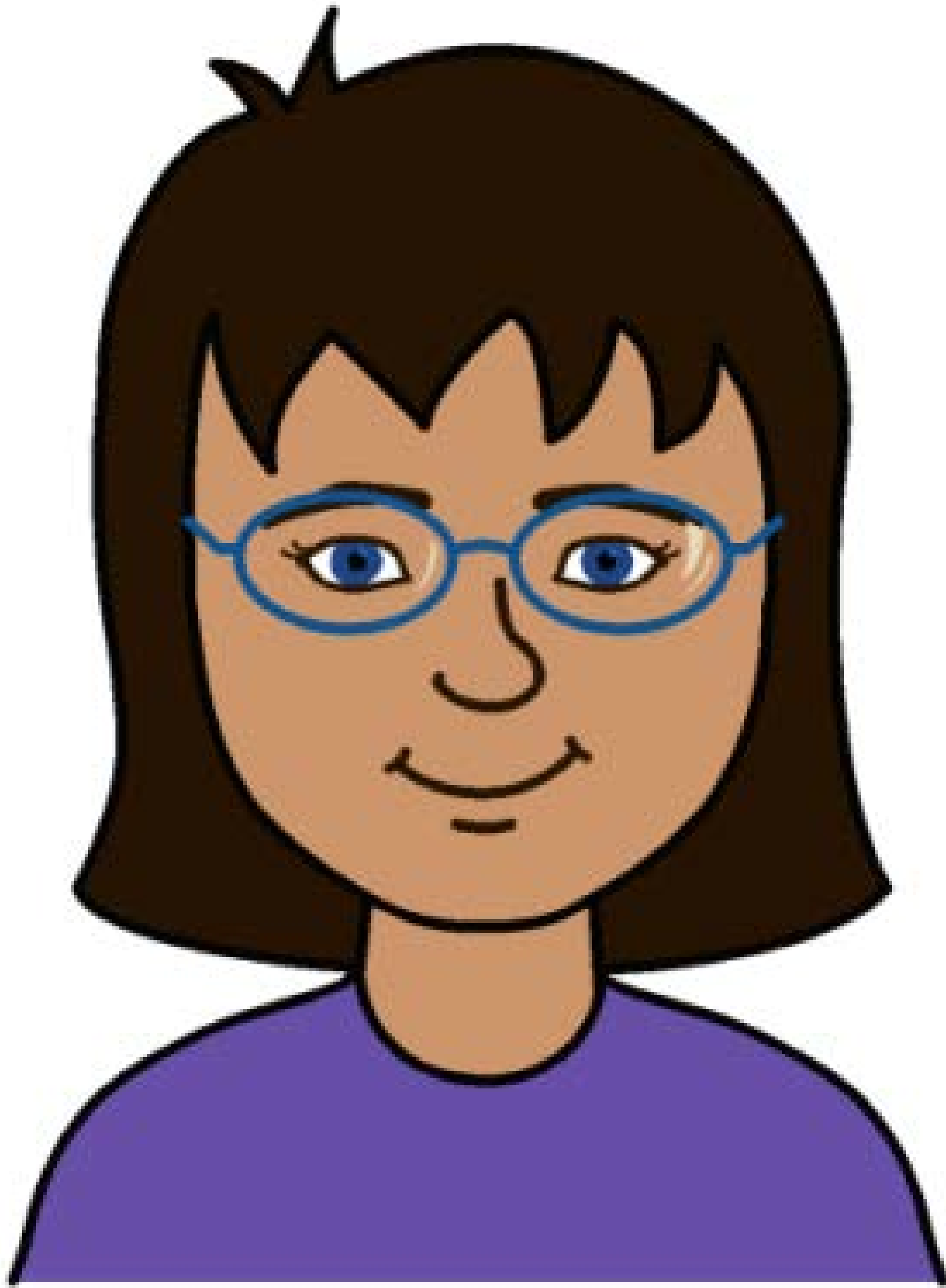
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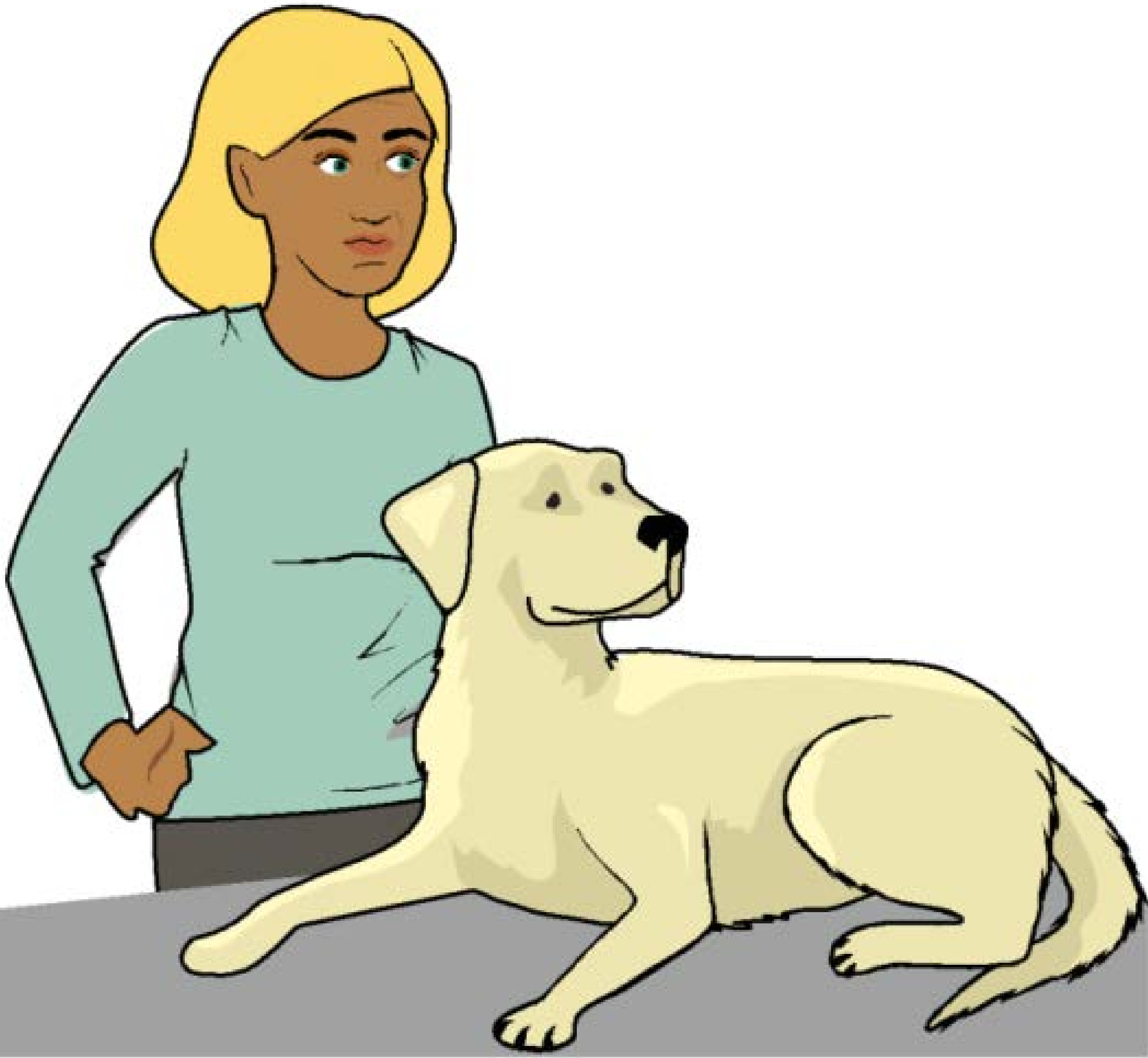
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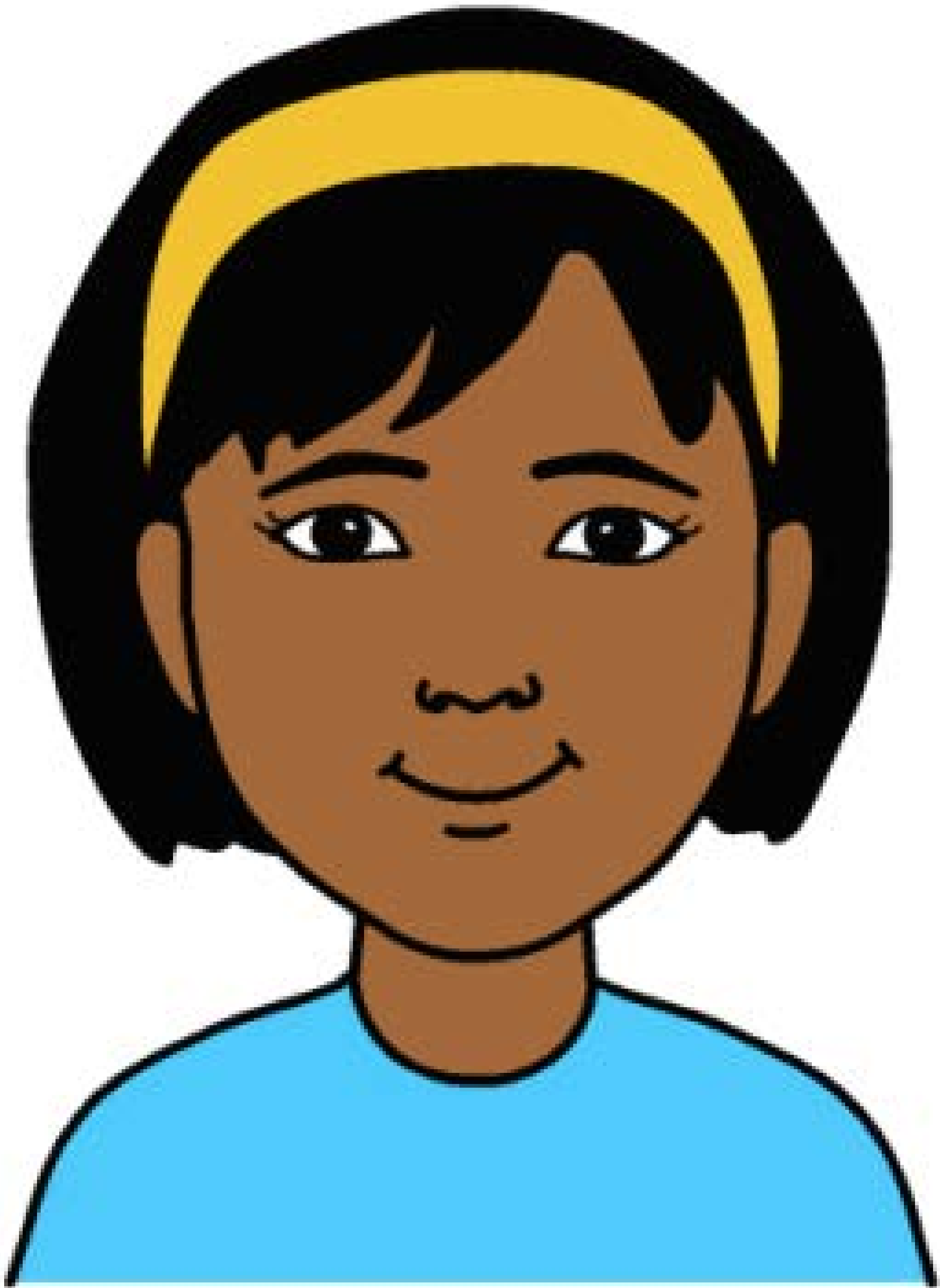
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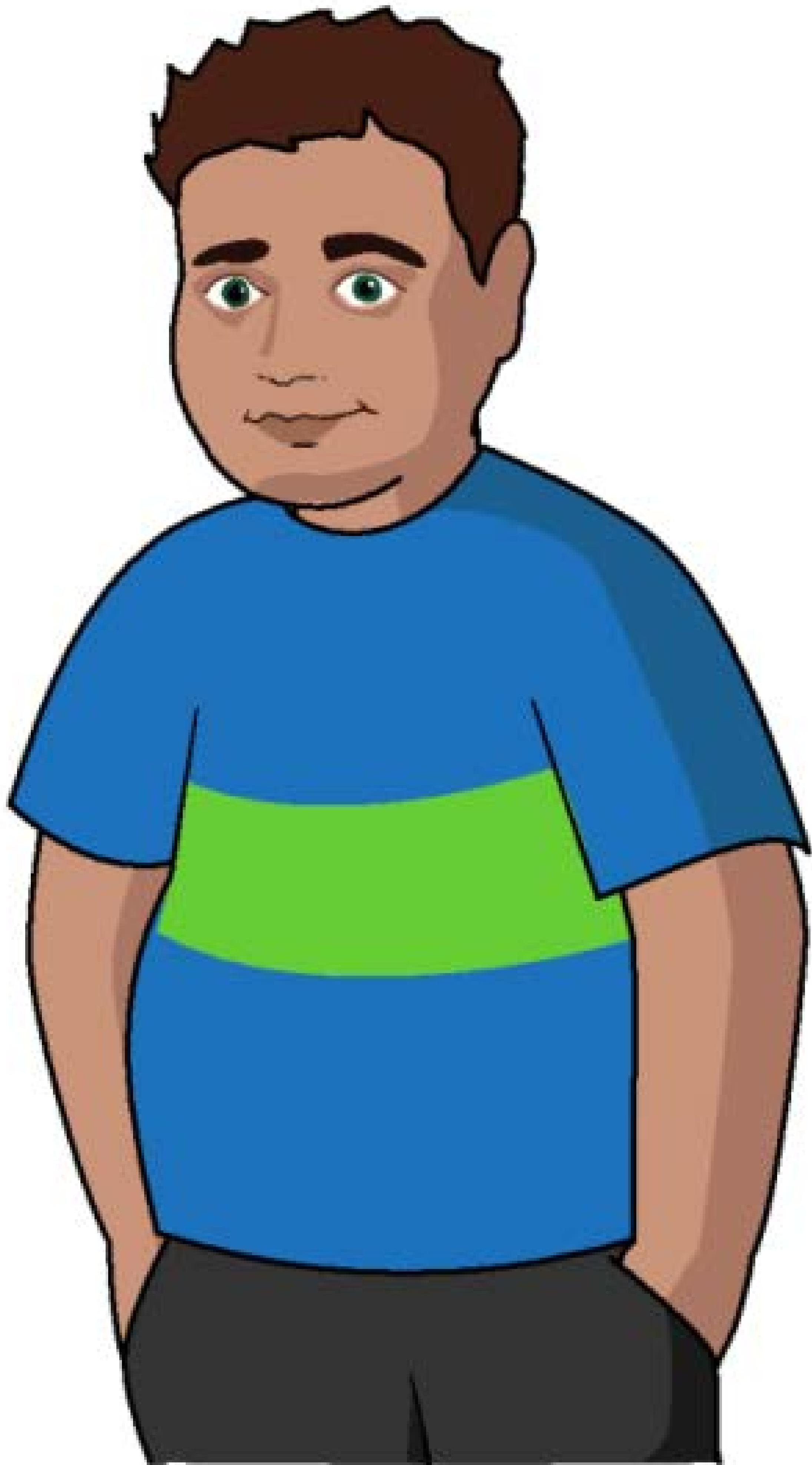
Character 47



Character 48



Character 49



Character 50