

**Unit Name:** Inclusive Learning Through Drama

**Stage:** 1

**Lesson name:** Finding Your Way with Sound

**Duration:** 60 minutes

### Lesson Overview

Students explore how hearing can be used to locate and identify different sounds within a dramatic context. Students work collaboratively to create stories that incorporate and depend upon hearing and sounds. In groups, students compose their own sounds and use their sense of hearing to locate other members of a group in a story-based context. Students will share their stories with the class using expression, tone and movement.

### 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 and 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>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>EN1-1A</b> communicates with a range of people in informal and</p>	<p><b>Warm-up: Guess the Sound</b></p> <ol style="list-style-type: none"> <li>1. Students sit at the front of the classroom facing away from the board.</li> <li>2. Students close their eyes.</li> <li>3. Teacher plays <a href="#">Guess the sound</a> (approx. 5 minutes). Teacher plays video and students verbally guess the sounds as they go.</li> <li>4. Students guess what they think each sound is.</li> </ol> <p><b>Group Activity: Together Again</b></p> <p>Teacher Note: this activity can be played outside or in an area where there is enough space, e.g. hall or undercover area.</p> <p>Optional: Watch <a href="#">penguins finding each other</a> video (starts from the 58 second mark. Watch up until 1min and 10 seconds) to listen to calls penguins make.</p> <ol style="list-style-type: none"> <li>1. Teacher explains: <ul style="list-style-type: none"> <li>- <i>For penguins to locate their partner they have to search through hundreds of penguins that look the same.</i></li> <li>- <i>They find one another by using their own special call.</i></li> </ul> </li> <li>2. Students are put into groups of 3 or 4.</li> <li>3. Each group will create a sound. It could be an animal sound or a two-syllable word.</li> <li>4. Each group has to create a short story. In this story the students have been separated from each other.</li> <li>5. Teachers can display <b>Story Options - Story 1, Story 2, or Story 3</b> or groups can create their own story.</li> <li>6. Groups are given 5 minutes to create a story of how they have lost each other.</li> <li>7. All students from each group separate and move to different places in the room or playground.</li> <li>8. Students put blindfolds on or keep their eyes closed.</li> <li>9. Teacher reminds students to walk only, and have their hands out in front of them so there are no collisions.</li> <li>10. Teacher says: “3, 2, 1 - Find your group”.</li> <li>11. All students need to make the sound their group decided on to find their way back together. <ul style="list-style-type: none"> <li>- As all groups do this at the same time, students will need to listen for just their own group’s sound.</li> </ul> </li> <li>12. When a group has all its members back together the group must hold up the sign <b>'Together Again'</b> to signal to the teacher they have finished.</li> </ol> <p><b>Printable Together Again Signs</b></p>
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<p>guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p>	<p>13. Once all groups are back together, the groups take it in turns to stand up in front of the class and tell their story of how they lost each other and then how they found each other. Students can use <b>Emotion, Tone</b> and <b>Movement</b> when retelling the story.</p> <p>14. Teacher asks each group: <i>How did you come up with your story?</i></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>- <i>What was it like not being able to use your vision?</i></li> <li>- <i>Could you hear your group's sound over the other sounds?</i></li> <li>- <i>Was your sound a distinctive sound?</i></li> <li>- <i>Was it hard to find your way back to your group? Why? Why not?</i></li> <li>- <i>Can you imagine relying on only sound to find your way around? What other <b>senses</b> can you use?</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> Allow students more space if need be for the main lesson, use a school hall or flat outdoor space.</p> <p><b>Vision:</b> Give instructions or show students a starting point for the 'Together Again' game. Display <b>Warm-up Instructions for lesson - (Finding Your Way With Sound)</b></p> <p><b>Hearing:</b> Display <b>Instructions</b> for warm-up game. In the warm-up game make sure the volume is high enough for students to hear, or have students <b>watch <a href="#">Guess the sound</a></b> and mime what it is. Have students link arms with another student for the main lesson and have that group march or stomp their feet when searching for one another to create vibrations for the students to be able to detect.</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 particular groups can rehearse their sounds. Have headphones available to reduce noise. Students who are uncomfortable closing their eyes, or having them covered, can keep their eyes open and make their group's sound from where they are standing or sitting, and have their group come to them. It is possible that students may be bumped into by others in this game, make a note to students who this may affect, so that they are aware of it.</p>

	<p><b>Non-verbal:</b> Give students the option to choose the sound, e.g. they could also choose to clap their hands, or use a bell or musical instrument. Students can also use their own device if they have one.</p> <p><b>EAL/D:</b> Display written <i>Instructions for Warm-up Lesson - (Finding Your Way With Sound)</i> and <i>Instructions for Main Lesson ( Finding Your Way With Sound)</i>. Encourage students to choose a word from the language they feel comfortable using when creating the group sound.</p> <p><b>Other:</b> Pair students in groups with people they are comfortable working with. Students who are uncomfortable closing their eyes, or having them covered, can keep their eyes open and make their group sound from where they are standing or sitting, and have their group come to them.</p>
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<b>Resources</b>
<ul style="list-style-type: none"> <li>● <a href="#">Story Options</a> - Blue Sky Community Services</li> <li>● <a href="#">Guess the sound</a> - Mister Teach (YouTube)</li> <li>● <a href="#">Penguins finding each other</a> - BBC Earth (YouTube)</li> <li>● <a href="#">Story Options</a> - Blue Sky Community Services</li> <li>● <a href="#">Story 1</a> - Blue Sky Community Services</li> <li>● <a href="#">Story 2</a> - Blue Sky Community Services</li> <li>● <a href="#">Story 3</a> - Blue Sky Community Services</li> <li>● <a href="#">'Together Again'</a> - Blue Sky Community Services</li> <li>● <a href="#">Printable Together Again</a> - Blue Sky Community Services</li> <li>● <a href="#">Expressing Emotions</a> - Blue Sky Community Services</li> <li>● <a href="#">Expressing Tone</a> - Blue Sky Community Services</li> <li>● <a href="#">Expression with Movement</a> - Blue Sky Community Services</li> </ul>
<b>Resources for Adjustments (if applicable)</b>
<ul style="list-style-type: none"> <li>● <a href="#">Warm up Instructions for lesson - (Finding Your Way With Sound)</a> - Blue Sky Community Services</li> <li>● <a href="#">Main Lesson ( Finding Your Way With Sound)</a> - Blue Sky Community Services</li> </ul>

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"/>
<p>Additional comments and suggestions for improvement:</p>          	



# Story options

**1.**

We were all transported to an alien planet that was covered with soft toys the size of elephants. When we landed, we got separated and lost each other...

Then to find each other we had to use our special sound.

**2.**

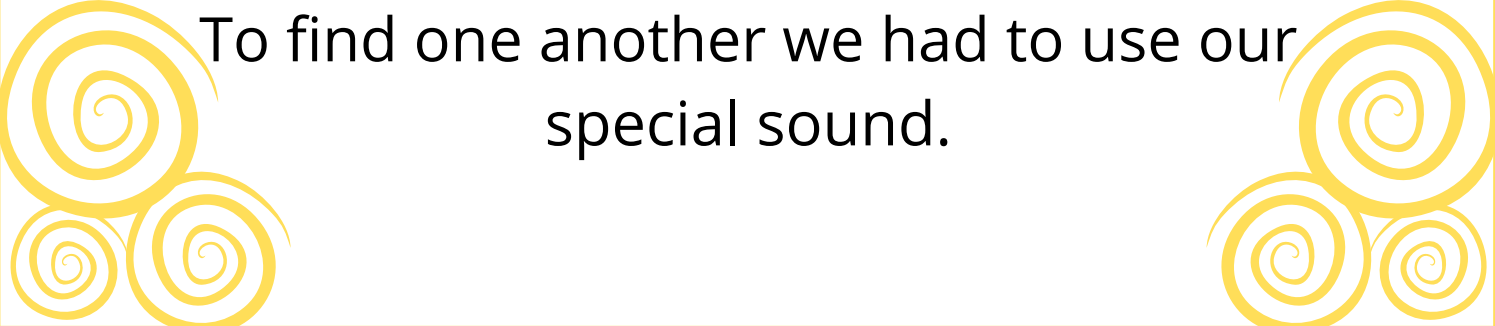
We were all playing outside together when suddenly the whole neighbourhood became covered in bubbles. Someone had put too much soap in the water fountain! We lost each other...

To find each other we had to use our special sound.

**3.**

We were hiking through the jungle having lots of fun, when all of a sudden we got separated and lost each other...

To find one another we had to use our special sound.



# 1. Alien Planet

We were all transported to an alien planet that was covered with soft toys the size of elephants. When we landed, we got separated and lost each other...

Then to find each other we had to use our special sound.



## 2. Neighbourhood Covered in Bubbles

We were all playing outside together when suddenly the whole neighbourhood became covered in bubbles. Someone had put too much soap in the water fountain! We lost each other... To find each other we had to use our special sound.





### 3. In the Jungle

We were hiking through the jungle having lots of fun, when all of a sudden we got separated and lost each other...

To find one another we had to use our special sound.





**Together  
Again**



# Expressing Emotions



**1**

**2**

**3**

**4**

**5**

# Expressing Emotions



**Sad**



**Annoyed**



**Happy**



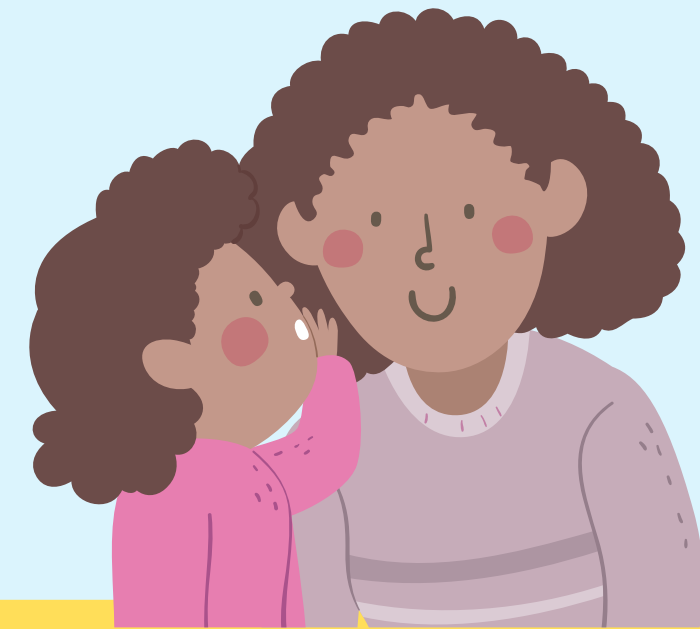
**Surprised**



**Tired**

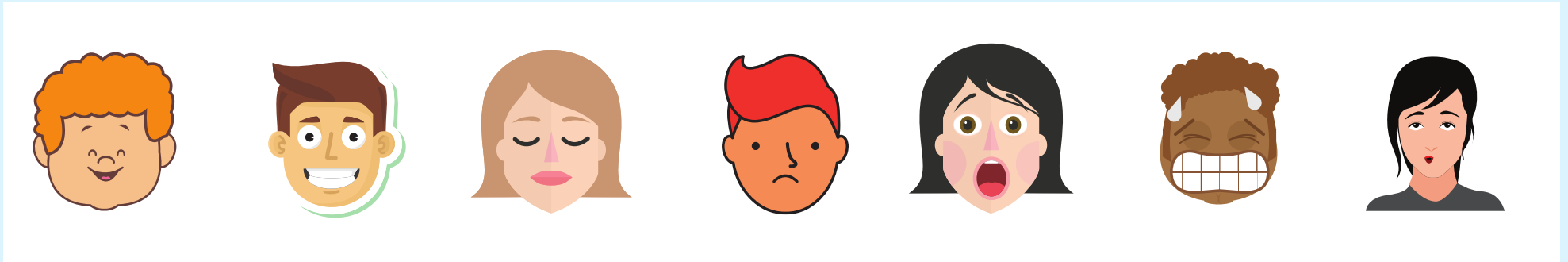
# Expressing Tone

- **Whispering (secretive)**
- **Loud voice (angry or excited)**
- **High voice (scared or uncomfortable)**
- **Low voice (being direct and confident)**
- **Slow gentle voice (feeling calm)**



# Expression With Movement

## Facial expressions



## Body movements



## Hand gestures



# **Warm-up Instructions**

1. Close your eyes.
2. Listen carefully to 'Guess The Sound' video.
3. Guess what sound is being played on the video.



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# Finding Your Way With Sound Instructions

1. In groups, students create a sound for their group.
2. Students create a story of how they lost each other.
3. Group splits up.
4. Students are blindfolded
5. By making and listening to the sound their group created...
6. Students need to get their groups back together.
7. Groups share how they got back together.

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