

Unit Name: Inclusive Learning Through Drama

Lesson name: I Got This Hat

Stage: Early Stage 1

Duration: 30-40 minutes

Lesson Overview

Students will continue to explore and learn different words in Auslan. This lesson content follows on from the previous lesson 'Auslan and Singing'. The class will read the story 'I Got This Hat'.

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
- communicate the depiction of real-life and fantasy situations in imagined dramatic contexts.

A student will learn about:

- alternative methods of communication in performance
- 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>Warm-up: Auslan Movement Activity - Freeze</p> <ol style="list-style-type: none"> 1. Students are shown the Auslan word for a selection of simple movements. Teacher selects one action at a time. Depending on the time available, not all actions may be introduced.

<p>imaginative play and dramatic situations.</p> <p>Performing DRAES1.3 Dramatises personal experiences using movement, space and objects.</p> <p>Appreciating DRAES1.4 Responds to dramatic experiences.</p> <p>ENGLISH</p> <p>ENe-12E Demonstrates awareness of how to reflect on aspects of their own and others' learning.</p>	<p>March, Hop, Jump, Skip, Dance</p> <ol style="list-style-type: none"> 2. As a class, students are given the opportunity to practise the action for each sign. 3. Teacher plays music to move to for 20-30 seconds. 4. Students move safely around the room according to the given Auslan sign until the music stops. 5. When the music stops, students freeze. 6. Continue movement activity following Steps 1-5. <p>LEARNING</p> <p>Group Activity: 'I Got This Hat'</p> <ol style="list-style-type: none"> 1. Teacher leads a whole class discussion about students' favourite hat. <ul style="list-style-type: none"> - <i>Can you describe your favourite hat?</i> - <i>When do you wear it?</i> - <i>Why is it your favourite hat?</i> - <i>Is there a hat that you would like to have?</i> - <i>We're going to watch and listen to a story about hats.</i> 2. Teacher shows students pictures of Different Hats. <ul style="list-style-type: none"> - <i>Where do you think this hat came from?</i> - <i>If you had this hat, who might have given it to you?</i> - <i>Where might you wear a hat like this?</i> <p>Teacher Note: not all pictures of hats need to be shown.</p> <ol style="list-style-type: none"> 3. Students watch I Got This Hat Auslan without sound. <p>Reflective Questions:</p> <ul style="list-style-type: none"> - <i>What was the storyteller doing? Why?</i> - <i>Did you understand what the story was about even though you couldn't hear the words? Why? How?</i> - <i>What action did the storyteller do between each hat? What did it show you or tell you?</i> - <i>What was your favourite hat in the story?</i> - <i>Let's take a moment to think about an action for your own favourite hat.</i> <ol style="list-style-type: none"> 4. Students are given 2-3 minutes to experiment with an action for their own favourite hat or a hat they would like to have (as indicated in Step 1). 5. Teacher selects 5-10 students to demonstrate their action one at a time in front of the class. 6. After each student, the rest of the class reflects if they could tell what type of hat was indicated by the action.
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	<p>Independent Activity: My Favourite Hat</p> <p>1. Students are directed to draw their favourite hat, or a hat they would like to have. Allow 10-15 minutes.</p> <p>Teacher Note: Do not send hats home as they will be used in the next lesson ‘Lesson 6 - Having Fun with Auslan’.</p> <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: Warm-up activity can be done at a desk using hands instead of feet to show movement if the students prefer. Class could also do this activity at their desk to promote inclusion. The students could verbalise the Auslan action in terms of how it shows the movement selected. Allow students to interpret actions in the warm-up activity to suit their mobility. Use assistive technology to draw their hat in the Independent Activity. A support student could draw the hat from a given description and assist with the students’ performance of their digital ‘page’ for the class story.</p> <p>Vision: Provide larger print versions of resources. Students can describe their favourite hat by using talk to text. A selection of hats could be in the classroom and students could select a hat to describe by touch. Teacher or a support student/adult could draw it from the description. All students could work in pairs. Teacher or support student/adult provide hand-to-hand direction with Auslan and the students digital ‘page’ for the class story.</p> <p>Yes/No question response visuals can be used to respond to questions.</p> <p>Hearing: Students may need support through further visuals eg Visuals for sections of lesson. Teacher can offer students the Visual instructions for drawing favourite hat or Draw your favourite hat using Auslan signs. Have the ‘RIDBC Auslan Tutor: Key Signs’ app downloaded onto a device.</p> <p>Sensory: Students may need support through further visuals e.g. Visuals for sections of lesson. Headphones if required. Provision of a quiet space to be used if movement or sound becomes over stimulating. Students can make a model of their favourite hat using playdough.</p> <p>Non-verbal: Students can use assistive technology to draw their favourite hat or find a picture of their favourite hat on Google. The students can draw their favourite hat on paper or a small whiteboard. Students can make a model of their favourite hat using playdough. Teacher can offer the students the Visual instructions for drawing favourite hat for support.</p> <p>EAL/D: Students may need support through further visuals eg Visuals for sections of lesson. Different Hats can be used as a stimulus to clarify students’ understanding of what a hat is. Students can use assistive technology to draw their favourite hat or find a picture of their</p>

	<p>favourite hat on Google. Students can draw their favourite hat on paper or a small whiteboard. Students can make a model of their favourite hat using playdough. Teacher can offer the student the Visual instructions for drawing favourite hat. Students can use a device with the Google Translate app to translate the instructions.</p> <p>Other: Performance reluctance: students can be given the option of performing to teacher alone, not in front of the class.</p>
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Resources	
<ul style="list-style-type: none"> ● I Got This Hat Auslan - ALIA National (YouTube) ● Different hats - Blue Sky Community Services ● Other Equipment: a selection of different types of hats (if possible), interactive whiteboard, music 	
Resources for Adjustments (if applicable)	
<ul style="list-style-type: none"> ● Visuals for sections of lesson - Blue Sky Community Services ● Visual instructions for drawing favourite hat - Blue Sky Community Services ● Draw your favourite hat using Auslan signs- Blue Sky Community Services ● Other Equipment: Playdough, a device with assistive drawing technology, a device with Google Translate app, a device with talk-to-text options 	

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:	



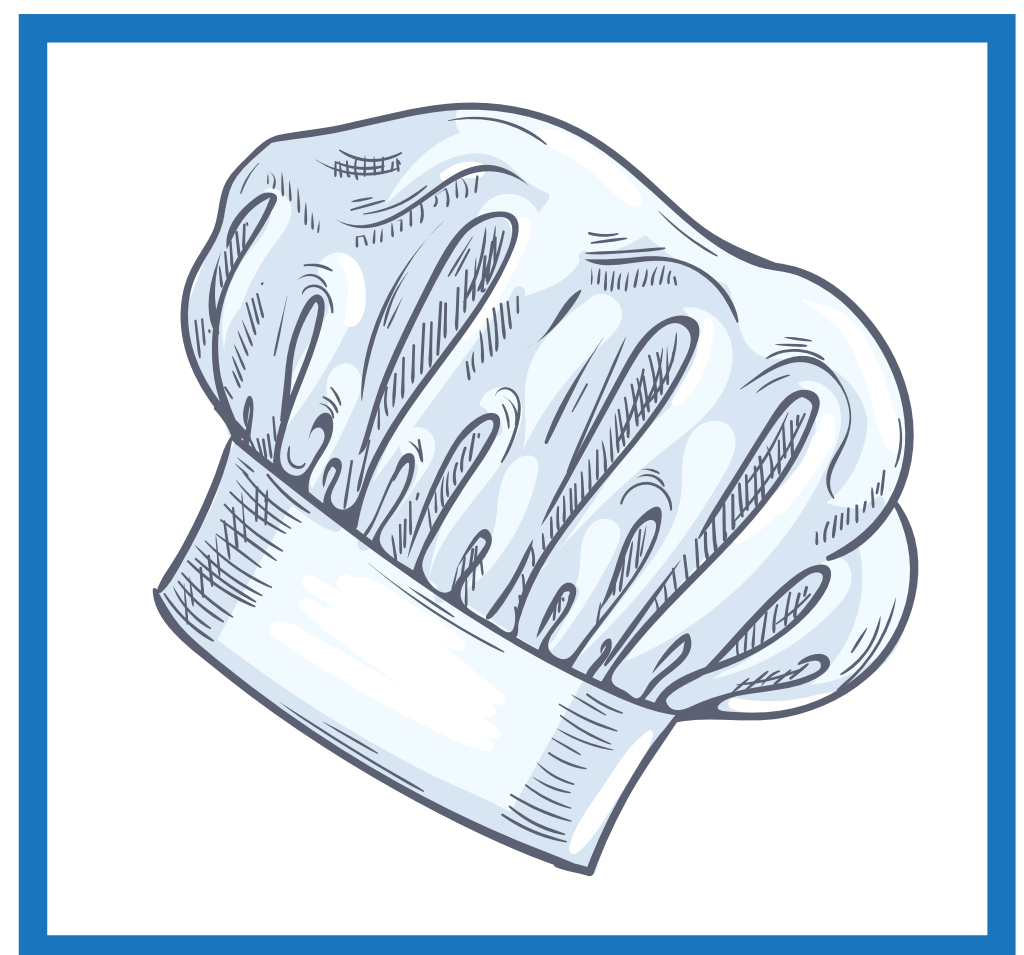
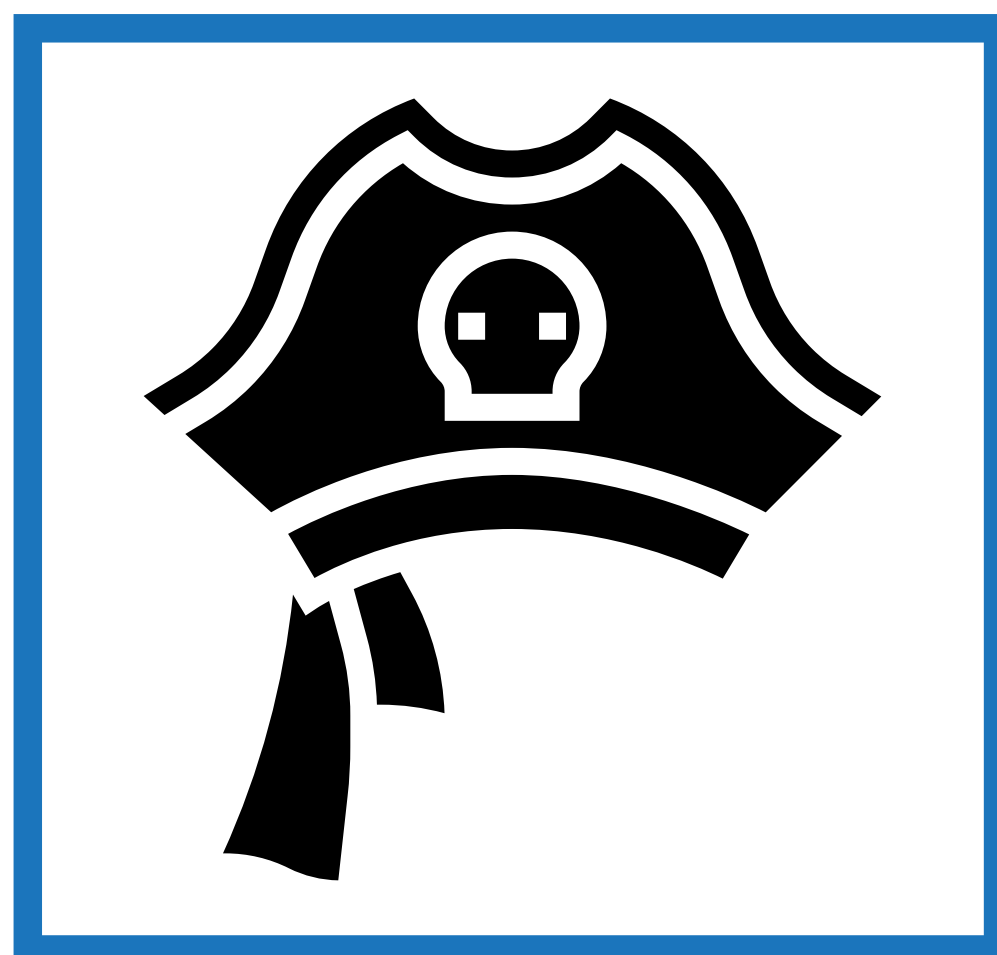
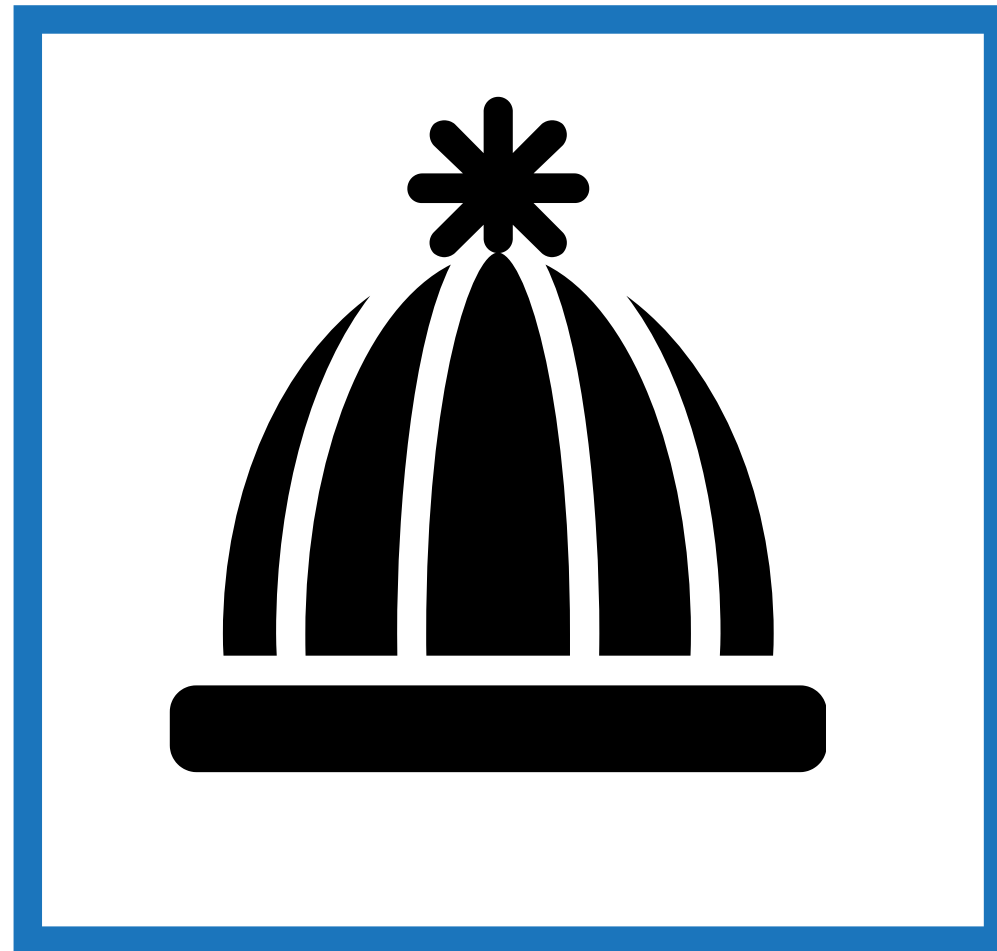
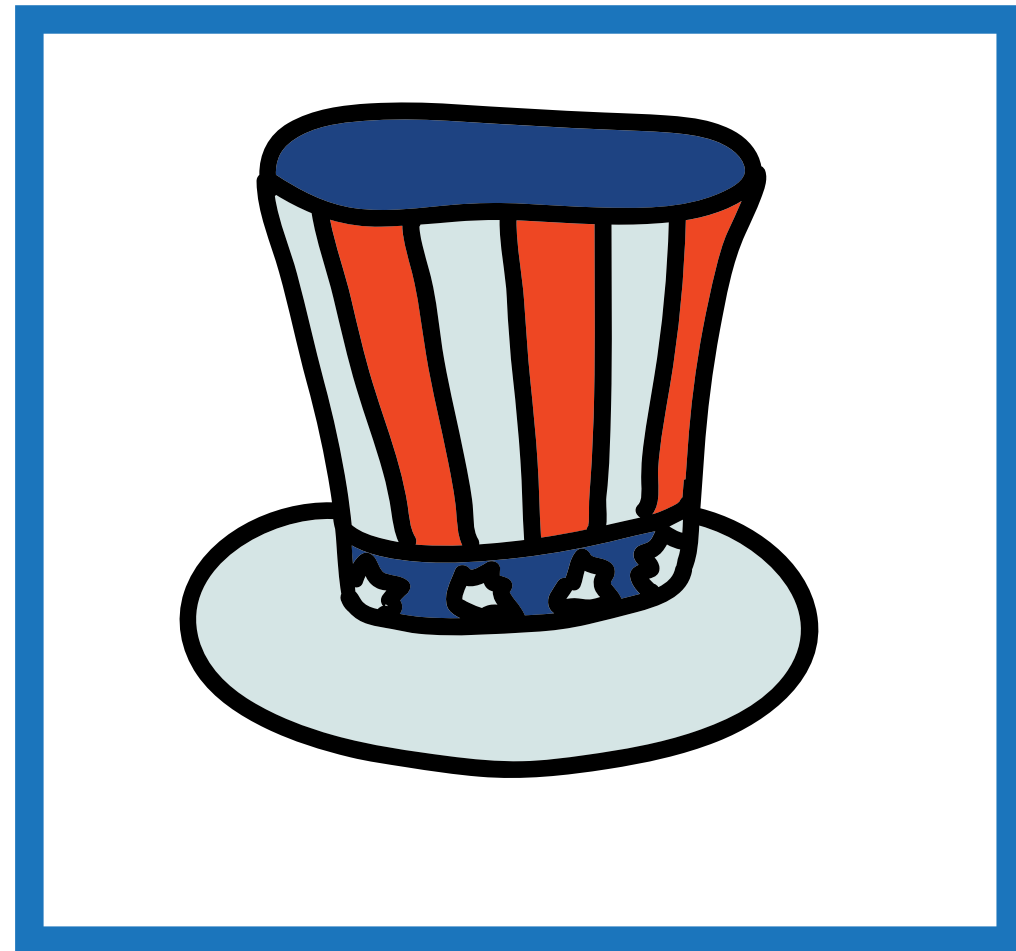
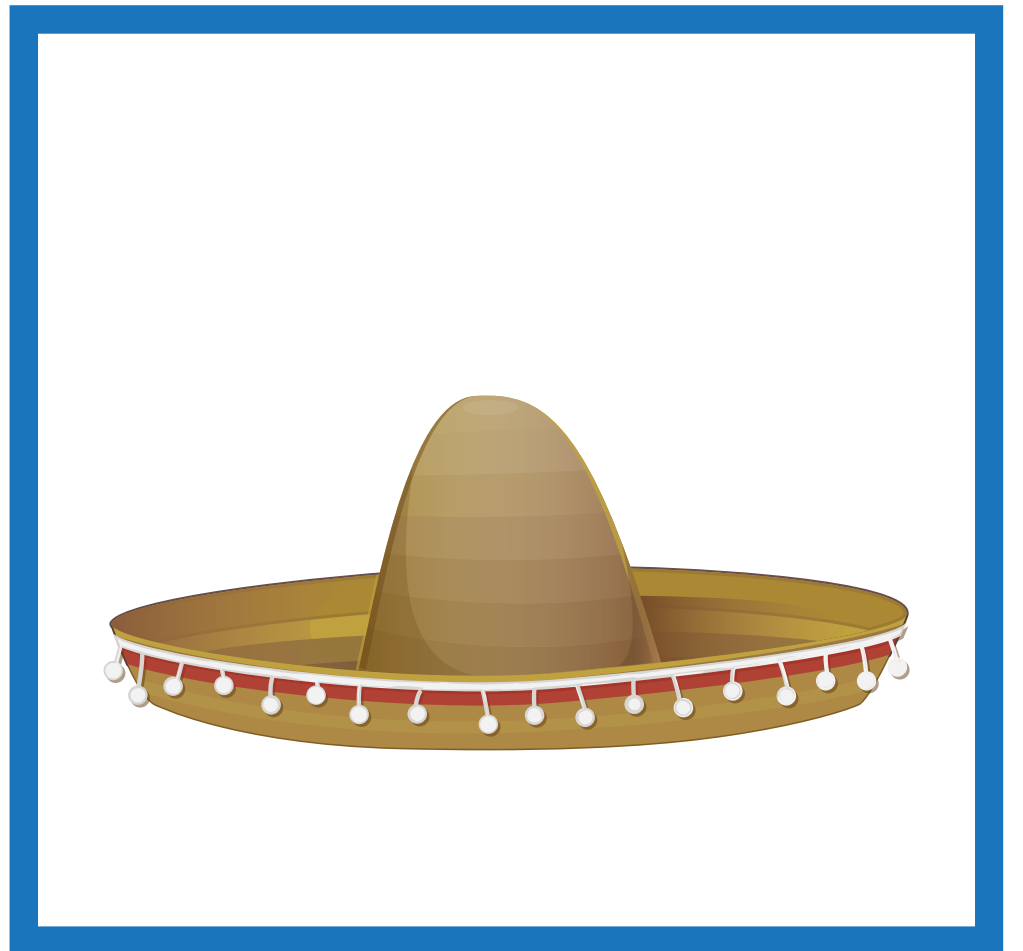
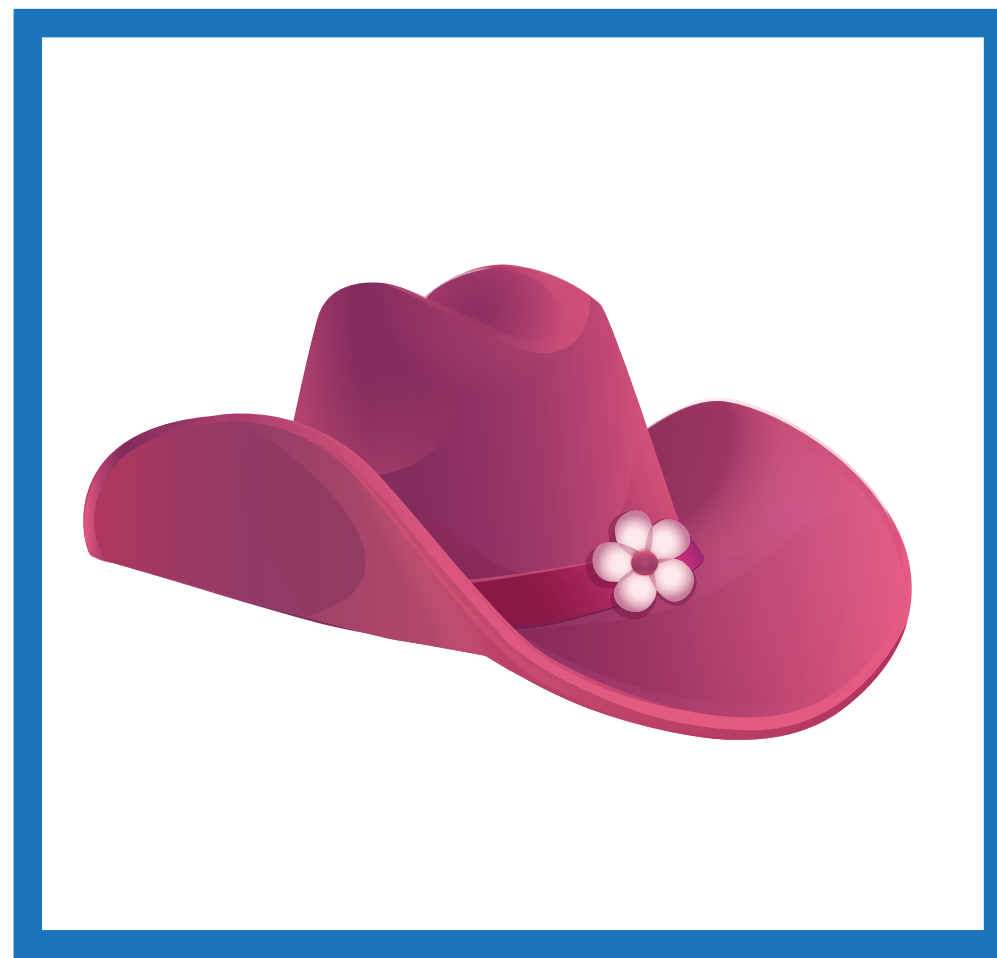
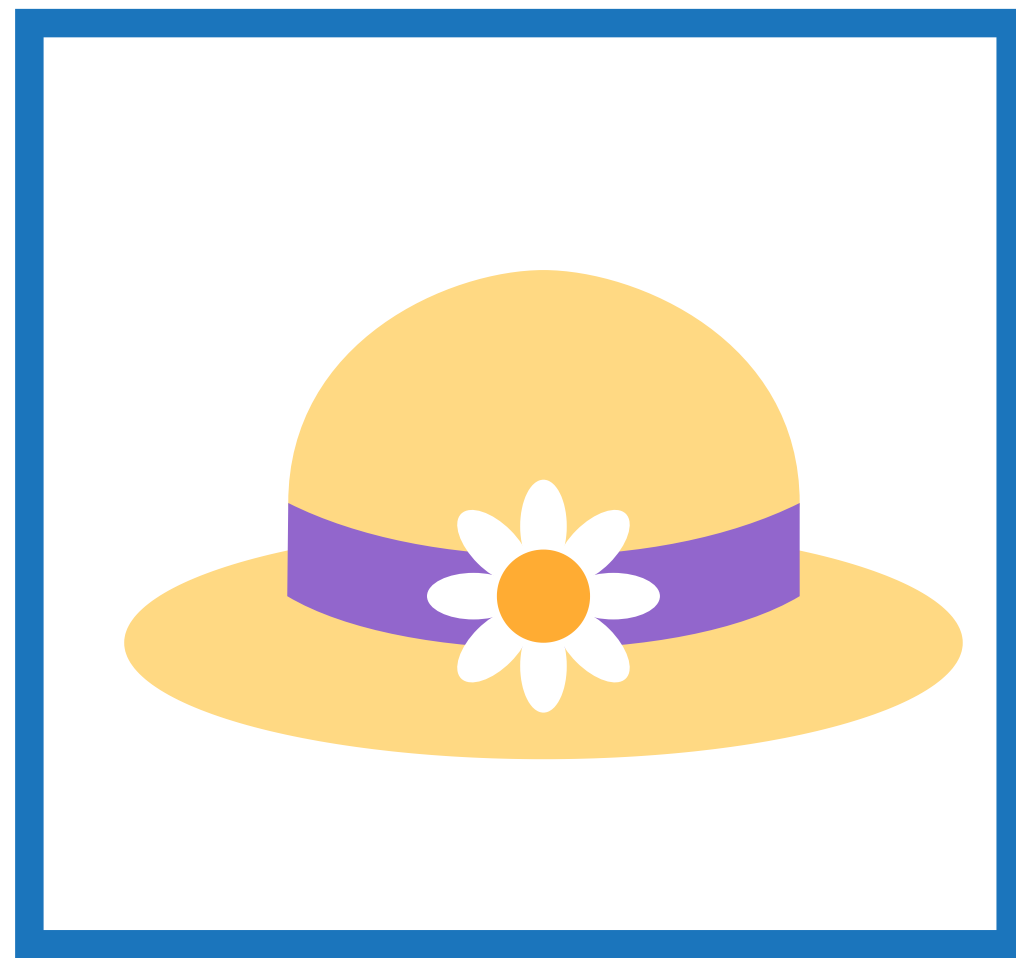
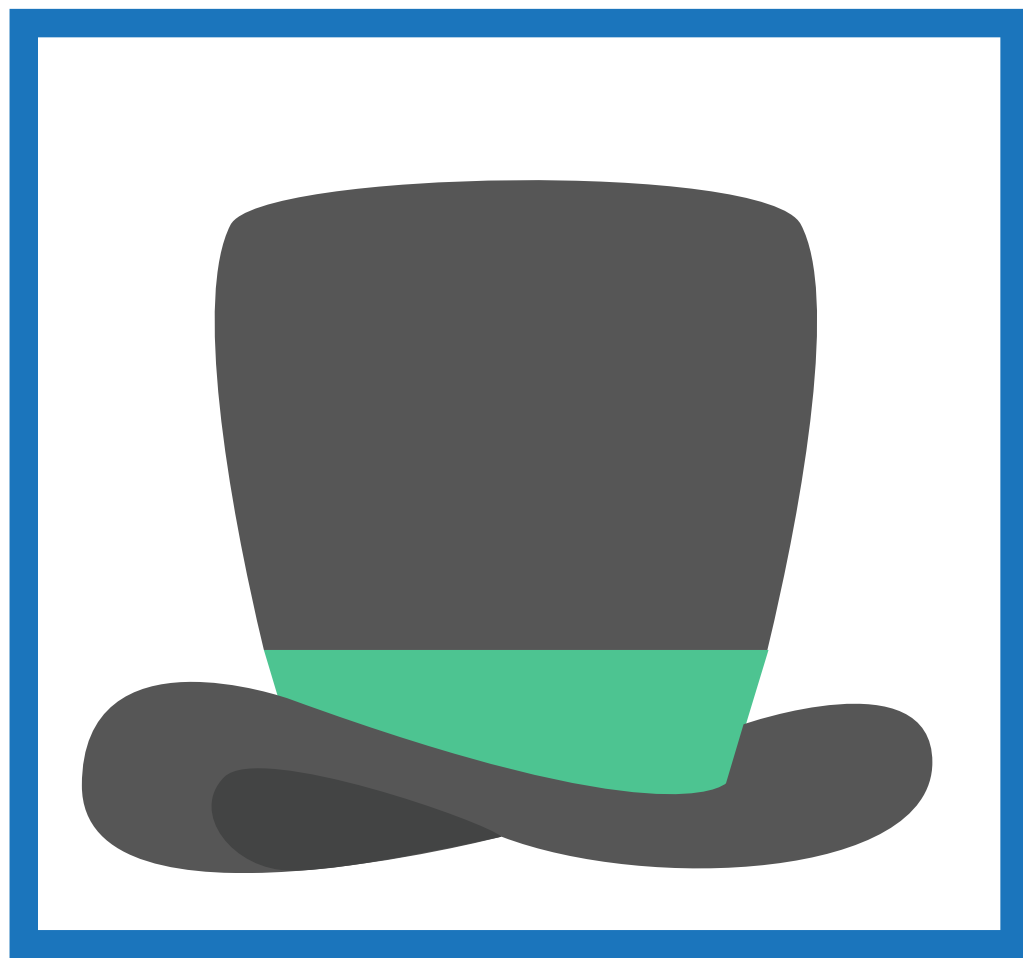
PLEASE HELP US IMPROVE!

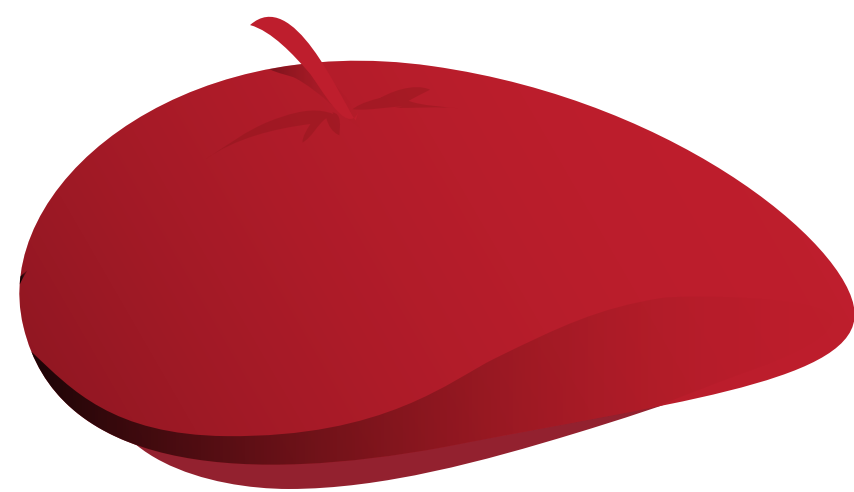
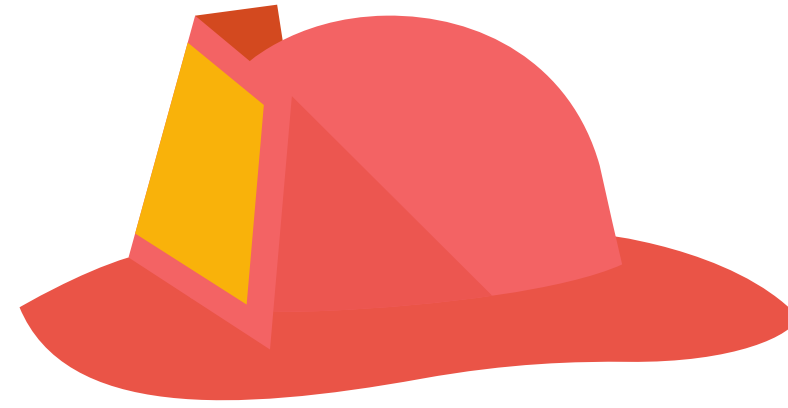
We want to continue to improve our lessons and resources to ensure that they are benefiting not only the students, but you as teachers.

We would appreciate your time in completing this short survey.



[Click here to
access the survey.](#)





Warm-up Game



Discussion



Creating



Performing

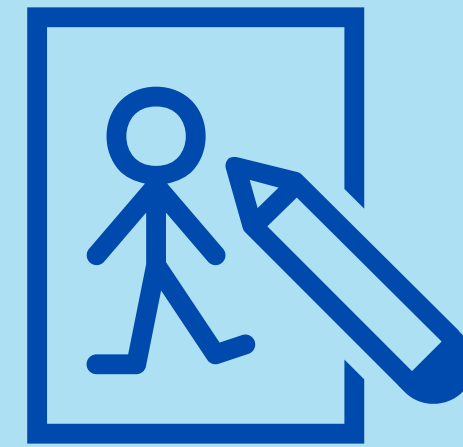


Reflection

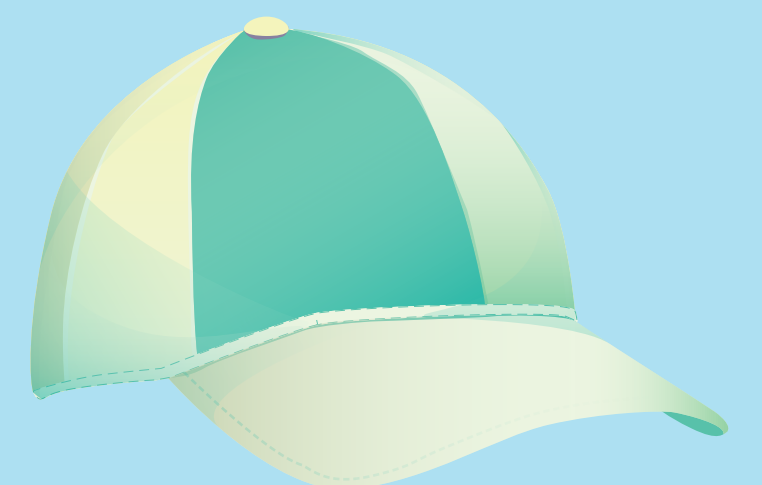
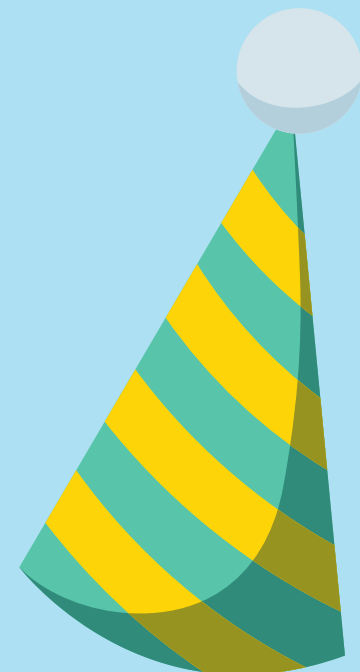
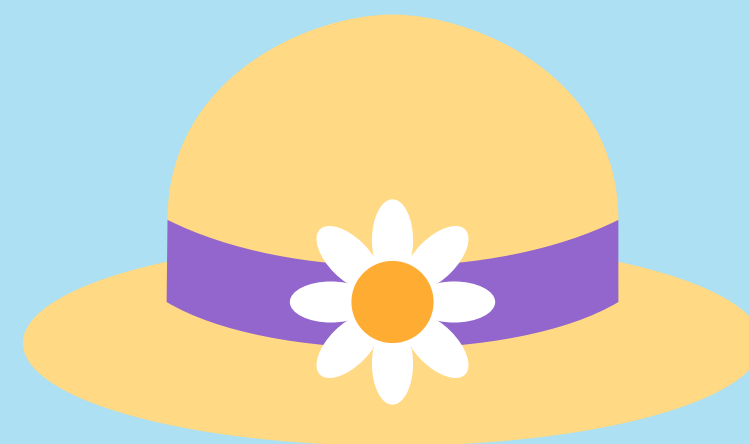
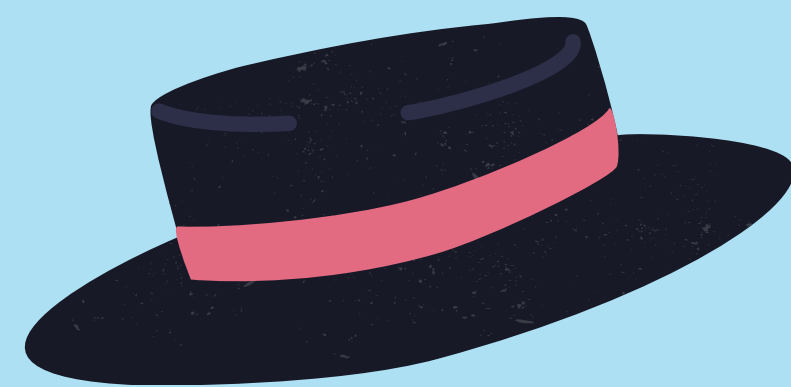


Draw Your Favourite Hat

1. Get pencils and paper.



2. Draw your favourite hat.



Draw Your Favourite Hat

Click on each word to learn the sign.

draw

your

favourite

hat