Delivering the NDIS in your community

Unit Name: **Inclusive Learning Through Drama**

Stage: 1

Lesson name: Values and Inclusion With Puppets

Duration: 40 minutes

Lesson Overview

Students explore and discuss different values as well as which values are important to them and which ones help to shape their identity. Students will work collaboratively to act out a performance using puppetry. Students will focus on developing ways to communicate in a caring, inclusive and respectful manner with themselves and others. Students will gain confidence in speaking and performing through drama concepts.

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
DRAMA **Making**	**TEACHING**

DRAS1.1 Takes on roles in drama to explore familiar and imagined situations. **DRAS1.2** Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. **Performing** **DRAS1.3** Interacts collaboratively to communicate the action of the drama with others. **Appreciating** **DRAS1.4** Appreciates dramatic work during the making of their own drama and the drama of others. **ENGLISH** **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 **EN1-2A** Plans, composes and reviews a small range of simple texts	**Warm-up:** Acting and Communicating Words Game 1. Teacher splits the class in half to form two groups (Group 1 and Group 2). 2. Teacher says a word secretly to Group 1, e.g. car, kookaburra, wind, chicken, cat, tree, helicopter. 3. All students in Group 1 are to communicate and act out the word at the same time. 4. Group 2 attempts to guess the word that Group 1 is acting out. 5. Teacher chooses a different word and secretly tells it to Group 2, e.g. car, kookaburra, wind, chicken, cat, tree, helicopter. 6. Group 2 now takes a turn in acting out the word they were given as Group 1 attempts to guess the word. Example of ways students can act out/communicate in the game: teacher says "*car*". Students can: - act out driving a car - make engine or horn sounds - sign the Auslan sign for 'car' - point to a car - say the word in a language other than English. **LEARNING** **Class Activity:** Values and Identity 1. Teacher asks: *What is Identity?* Your identity is all the things that make up who you are (***Identity Poster***). 2. Class revises ***Values*** and what they mean. 3. Class watches Wellbeing for Children: Identity and Values video. **Reflection Questions:** *Our values help create our identity. Let's discuss our own* individual identities and values. - *How do our identities make us unique?* - *What part of your identity are you most proud of?* - *What values do you notice in your classmates?* - *Think about a value that is important to you.* - *What makes this value important to you?* **Class Activity:** Using Puppets 1. For this activity students draw a picture of themselves and make it into a puppet. Teacher can display ***Instructions for making a puppet of yourself*** on the board. 2. Create a stage for the performance. Either place a sheet or towel between two chairs, or a desk flipped over on its side (make it easily accessible for all students to use by providing enough space for students to move around).

for a variety of purposes on familiar topics for known readers and viewers	3. Teacher puts students into groups of 3. 4. Each student is to base their puppet character on themselves and their personal values. 5. Students in their groups are to create a puppetry performance where they share a bit about themselves, listen to one another and start new friendships. 6. Students look at ***the Puppet Show Structure*** (***Basic instructions***) and fill in the ***Script for a Puppet Show.*** 7. Students have 10-15 minutes to practice their performance. 8. Groups take it in turns to perform their puppet show in front of the class. **Class Discussion** (after all groups have performed): - *Did you learn something new about yourself?* - *What have you learnt about your classmates?* - *Did this activity help clarify some of your own values?* **ASSESSMENT** No formal assessment has been provided for this activity.
Adaptations, Considerations and/or Adjustments **Note:** Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.	**Physical:** Before performances begin, raise a sheet or board to the appropriate height to assist the student to perform their puppet show. The stage may need to be wider for wheelchair access and accessible (e.g. ramp if there are stairs). Students may have a classmate hold their puppet for them while they do the voices for performance if they have mobility difficulties. **Vision:** Students may need some details explained to them, e.g. types of puppets used, 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 ***Values*** list. **Hearing:** 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 ***Basic Written Instructions***, ***Basic Language support*** or a more detailed version of ***Language support*** for the activity. Provide students with a written storyline/dialogue script for each group performance or each group can give a brief verbal or written overview of classmate's performances before they begin. **Sensory:** Provide different options for material used, e.g. if a student has a dislike for paddle pop sticks, give the option of using cardboard or a plastic ruler. Have a quiet area in which students can plan their performance.

	Non-verbal: 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. Place the student in a good position for viewing when other students are performing. Have a student or teacher explain the puppet show that is taking place. **EAL/D:** Ensure students understand the task by using ***Basic Written Instructions*** and visuals to demonstrate. Students can perform in their first language if preferred. **Other**: Some students may benefit from having a mirror set up for them to see their puppet while performing. Behaviour may change due to task avoidance in this activity if a student is uncomfortable being up in front of the class. Give student a smaller or different goal if necessary, e.g. have the student be the person who sets up the stage, introduces each performance, does the sound effects, or have student act out one line instead of the whole performance. The student may also perform to one other student or the teacher. Provide an opportunity for students to choose their own puppet based on the student's interests ***(Additional Puppet Options***).

Resources

- Identity Poster - Blue Sky Community Services
- Values - Blue Sky Community Services
- Wellbeing for Children: Identity and Values - Clickview (Youtube)
- Script for a Puppet Show - Blue Sky Community Services
- Puppet Show Structure - Blue Sky Community Services

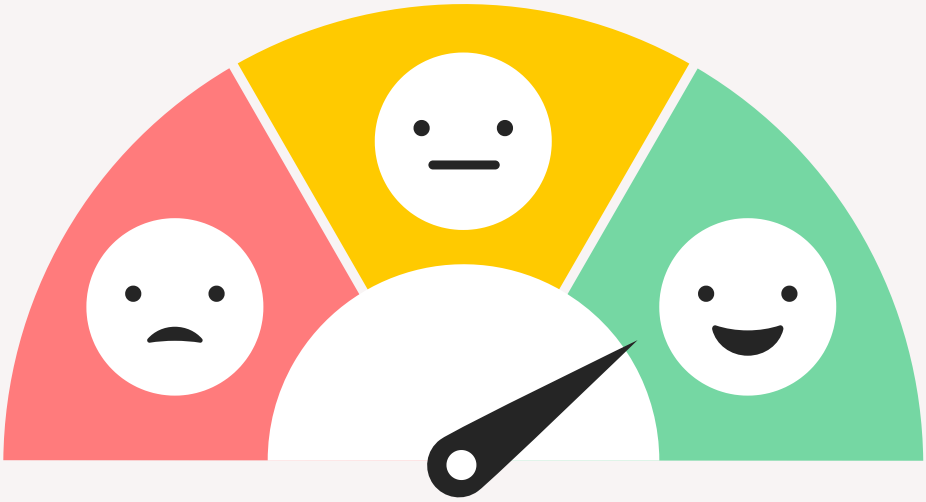
Additional viewing (Optional):

- Values to teach - Pollen Cubes (You tube)

Resources for Adjustments (if applicable)

- Identity Poster - Blue Sky Community Services
- Values - Blue Sky Community Services
- Puppet Show Structure - Blue Sky Community Services
- Basic Written Instructions - Blue Sky Community Services
- Additional Puppets Options - Blue Sky Community Services

Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	❑
The lesson reflects the needs, interests and abilities of all students.	❑
The lesson provides an opportunity for students to demonstrate what they know and can do.	❑
The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	❑
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

Identity

All the things that make you who you are.

Things you like to do

Values and beliefs

Personality

Games you like to play

Hobbies

Determination, attitude & mindset

Where you were born

Sports you like

Music you like to listen to

Ethnicity

Personal style

Favourite colours

VALUES

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

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

Puppet Performance Script

Student 1

Hi, my name is_____. I was born in _____ and I like _____.

Student 2 & 3

Hi _____.

Student 2

My name is_____. I was born in _____and I like _____.

Student 1 & 3

Hi _____.

Student 3

My name is_____. I was born in _____ and I like _____.

Student 1 & 2

Hi _____.

Students 1, 2 & 3 (can ask each other questions)

_____

_____

_____

Student 1

At school we have been learning about values. A value I have is _____ because _____.

Student 2

One of my values is _____ because _____ _____.

Student 3

It's great to hear about your values. One of the values I like is_____because_____ _____.

Students 1, 2 & 3 (Can ask each other questions)

_____

_____

_____

Student 3

What games do you both like to play?

Students 1

I like to play _____.

Student 2

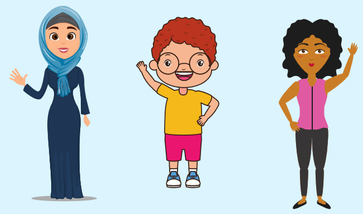
That sounds fun. Lets all play together.

Student 1, 2 & 3

All play.

The End

Structuring a Puppet Show



1. Introduce yourself.
2. Listen to one another.

3. Ask questions to show you have been listening and are interested in what your classmates have to say.

4. Talk about and share your values.

5. Ask one another questions about values.

6. Plan a game to play together.

Hi, my name is _____.

I was born in _____.

I like _____.

A value I have is _____.

because _____.

A game I like to play is _____.

Structure of a Puppet Show

1. Introduce yourself.
2. Listen to one another.
3. Ask questions to show you have been listening and are interested in what your classmates have to say.
4. Talk and share about your values.
5. Ask one another questions about values.
6. Plan a game to play together.

Hi, my name is _____.

I was born in _____.

I like _____.

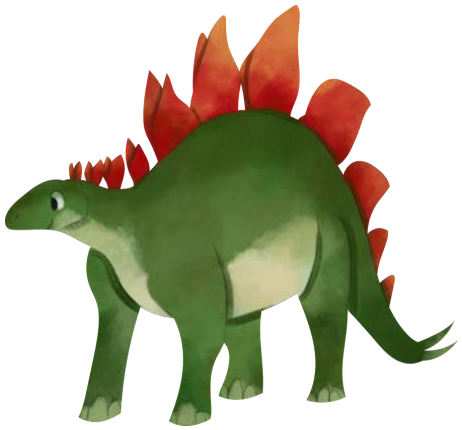
A value I have is _____.

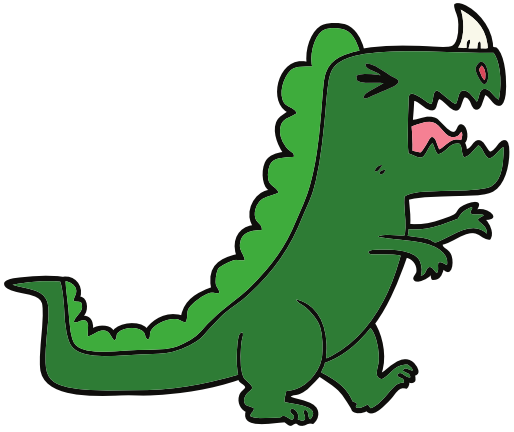
because _____.

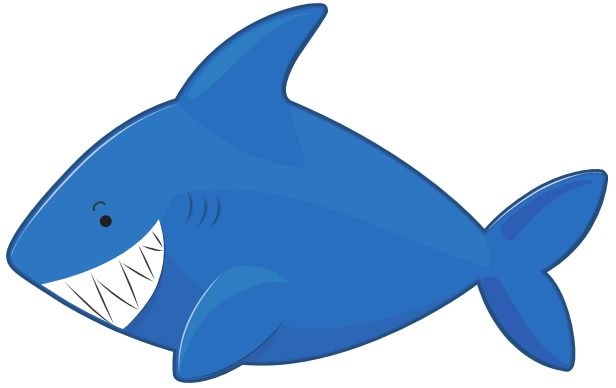
A game I like to play is _____.

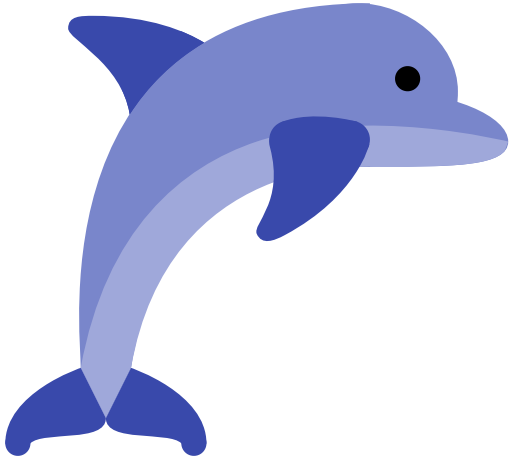
Making a Play

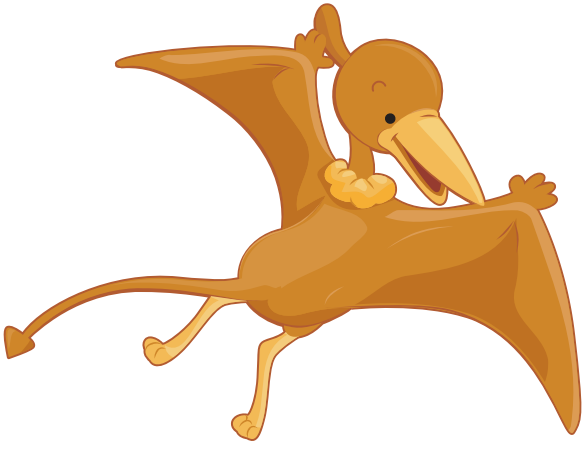
1. Make a group.
2. Pick a puppet.
3. Make a play about you, a value you have and starting a new friendship.
4. Perform for the class.

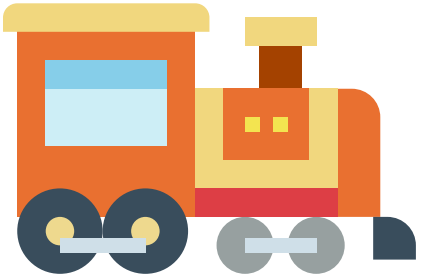


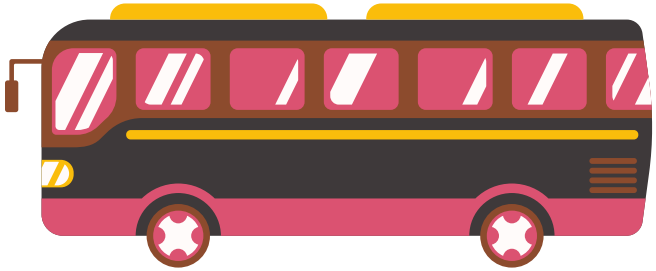


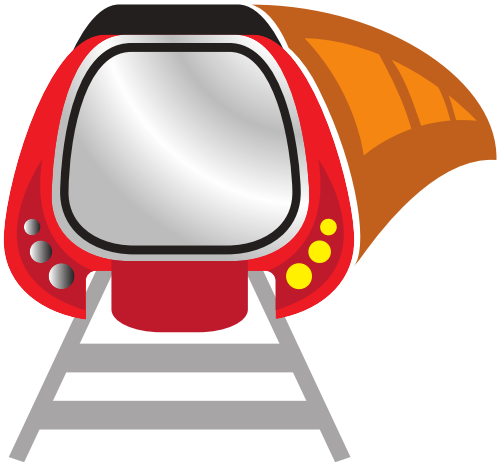


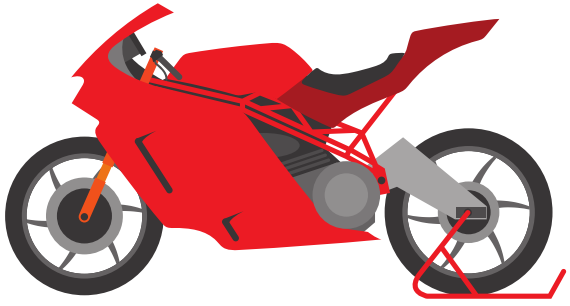


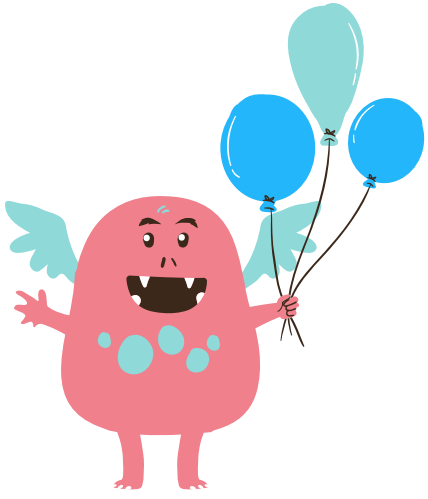


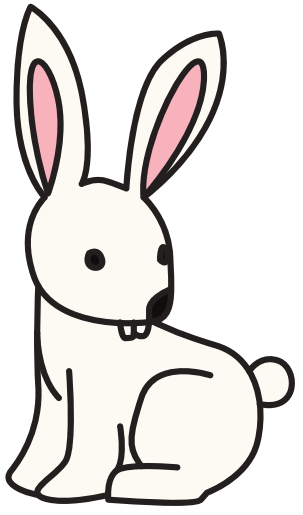


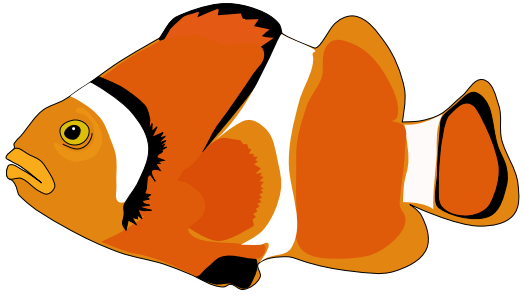


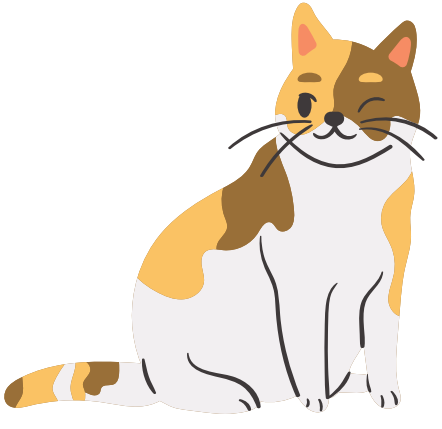


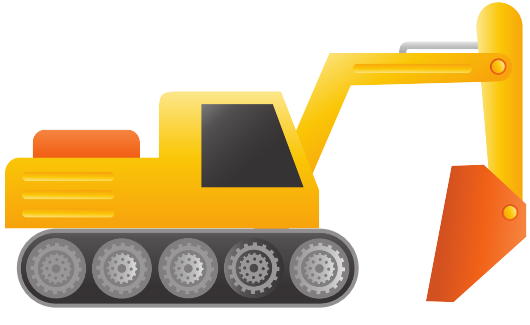


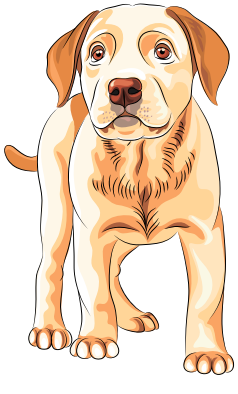


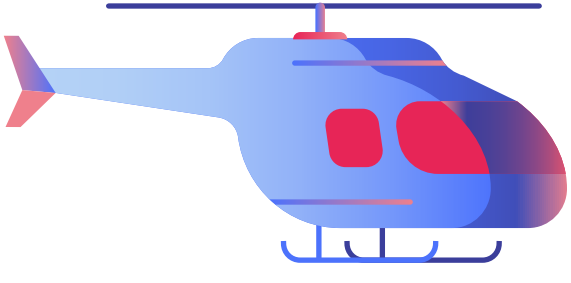


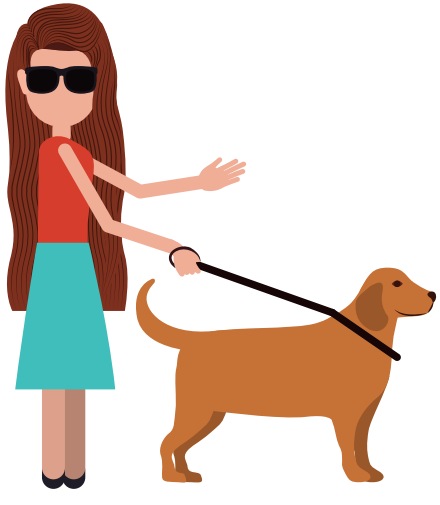


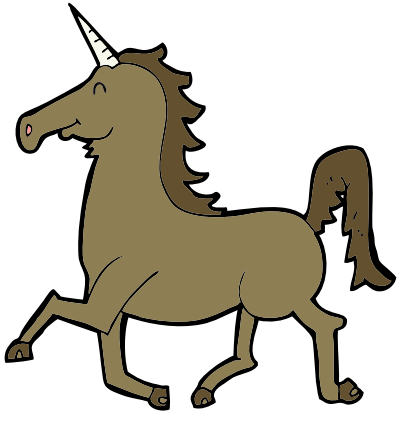


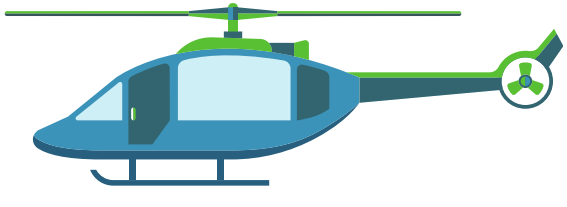


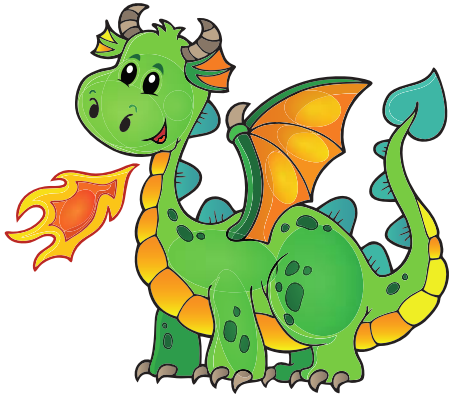


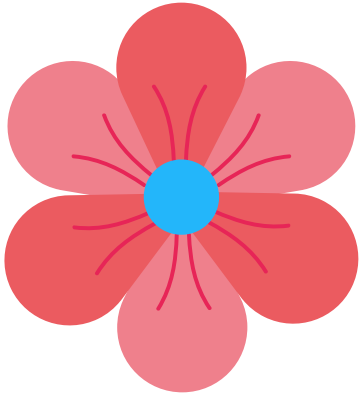


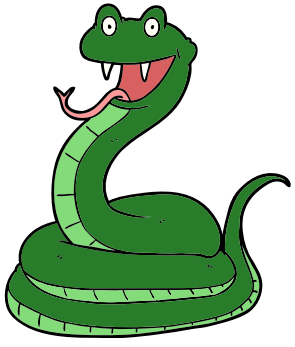


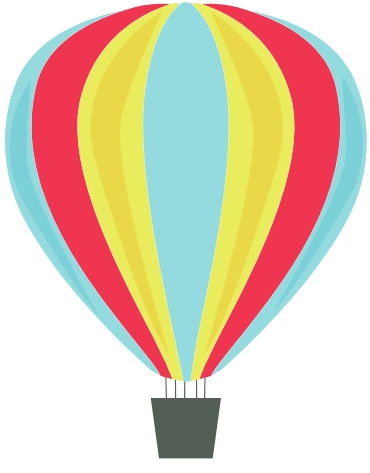


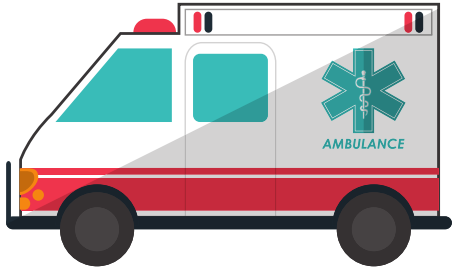








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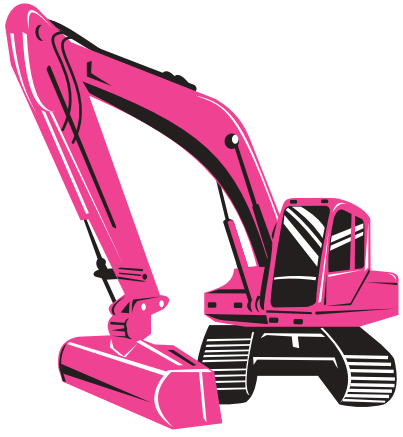

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