

Unit Name: Inclusive Learning in the Classroom

Lesson name: Character Profile

Stage: 2

Duration: 60 minutes

Students will focus on popular characters and identify what draws people to be interested in them. Students will explore a range of positive personality traits, that they will then be able to connect to themselves as personal attributes. Through these activities, students will discover that often when looking at someone, we first see their physical appearance, however delving deeper to look at personality traits should be of high importance to us.

Lesson Outcomes

A student will learn to:

- use the elements of drama, to deepen the meaning of the drama, and in discussing drama work
- sustain and build belief in their roles.

A student will learn about:

- making decisions and asking questions which help to develop in-role depth and dramatic responses.

Syllabus Outcomes	Teaching, Learning and Assessment
<p>DRAMA</p> <p>Making DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.</p> <p>Performing DRAS2.3 Sequences the action of the drama to create</p>	<p>TEACHING</p> <p>Warm -up: Introductions and Applause</p> <ol style="list-style-type: none"> 1. Students are seated on the floor in front of either a real door or an imaginary door. 2. Teacher will choose students to individually take turns to do the following: <ul style="list-style-type: none"> - Each student will come up to the door one by one and walk through the door to ‘enter’ the stage. - Each student introduces themselves saying “Hi, my name is _____”, and says one interesting thing about themselves. (you can add on more to the speech but don’t make it too long or complicated – the point is to give an incredibly easy task). 3. After each introduction, the audience will enthusiastically applaud as the student stays up on stage and takes in the applause.

meaning for an audience.

Appreciating DRAS2.4 Responds to, and interprets drama experiences and performances.

4. Do not coach here – the point again is to let each student perform their introduction, with no criticism whatsoever. The only thing you CAN coach them on is waiting for the applause – don’t let them run off the stage before they take it in.

LEARNING

Group Activity: What is a character?

1. Teacher asks: *What is a character?* A person or animal in a book, play or film.
2. *Who has a favourite character that they would like to share?*
 - e.g. Harry Potter, Aladdin, Alice in Wonderland, Captain Underpants, Peter Pan, Pocahontas, Mr. Bean, Shrek, Red Riding Hood, Luigi, Wonder Woman, The Hulk, Auggie from Wonder, Batman, Steve from Minecraft, Little J & Big Cuz. Teacher may choose to display the **Character Examples** visual.
3. *Close your eyes and think about that character.*
 - *What do you think of first?*
 - *What do you like about this character?*
 - *Would you like to be their friend? Why/why not?*
 - *Has this character changed/evolved throughout their story?*
 - *Are they popular? Why/why not?*
 - *How do they treat others?*
 - *What do they look like?*
4. Students are each given a copy of the **Character Profile Outline**.
5. Students imagine that they are the main character in a story book.
 - *What features (distinctive attributes) about yourself would you want the reader to know about?*
 - *Write/draw pictures of these features around the outline.*
 - *Be honest and only use features that you believe to be true about yourselves.*

Teacher Notes:

- Teacher may guide the students by instructing them to include personality traits in addition to physical attributes.
- Teacher may also take the opportunity to let students complete the activity with no guidance, then come together as a group to identify that many students are focusing on physical appearance and are lacking personality traits around their character profile. **Personality Trait List** can be displayed to give some examples of traits that are not to do with a person's appearance.

Reflection:

- *Why do you think many of us only included physical traits?*
- *I know that you are very kind (student's name), why didn't you include that on your profile?*
- *Who can tell us a positive feature that you think (student's name) has forgotten to include on their profile?*
- *Did you add anything to your profile that isn't true? Why?*

	<p>Group Activity: Class Discussion</p> <ol style="list-style-type: none"> Once the students have started filling out their Character Profile, display the Personality Trait List. After looking at this list, can you see more words to add to your profile? Students can write/draw pictures around their profile that focus on their personality traits. <p>Reflection:</p> <ul style="list-style-type: none"> Why did you state that you were kind? What makes a kind person? The personality traits on the Personality Trait List are all positive, can you think of any personality traits that are negative? (e.g. controlling, dishonest, cruel, hypocritical, selfish, pushy, greedy, forgetful, lazy and uncooperative). Why do you think you did not have any of these negative traits listed? <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: During the warm-up game ensure the area is accessible. The game can be set up in a circle where the students can complete the activity on the spot.</p> <p>Vision: Provide large font versions of resources Character Examples and Personality Trait List.</p> <p>Activity 1: The game can be set up in a circle where the students can complete the activity on the spot.</p> <p>Activity 2: Students can describe their personal attributes verbally. Students can use technology to create a photo collage of ‘who they are’, instead of drawing.</p> <p>Hearing: Provide the Lesson 2 - Language Support S2 for students to view throughout the lesson for clarification. Class may swap audible applause for ‘Jazz Hands’ - shaking both of their open hands in the air.</p> <p>Sensory: If sensitive to loud noise, class may swap audible applause for ‘Jazz Hands’ - shaking both of their open hands in the air. 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. Support students’ preferred ways of communication. Incorporating technology or devices in group work and asking targeted closed questions, provide the option for a specific role in group performance, e.g. scribe or organiser.</p>

	<p>EAL/D: Provide the <i>Lesson 2 - Language Support S2</i> for students to view throughout the lesson for clarification.</p> <p>Other: Behaviour may change due to avoidance in this activity if a student is uncomfortable being on stage during the warm-up activity.</p>
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Resources

- [Personality Trait List](#) - Blue Sky Community Services
- [Character Profile Outline](#) - Blue Sky Community Services
- [Character Examples](#) - Blue Sky Community Services

Resources for Adjustments (if applicable)

- [Lesson 2 - Language Support S2](#) - 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:



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.](#)

Personality Traits

thoughtful

kind

caring

smart

honest

calm

responsible

compassionate

friendly

supportive

patient

interesting

gentle

understanding

athletic

curious

generous

disciplined

enthusiastic

imaginative

relaxed

organised

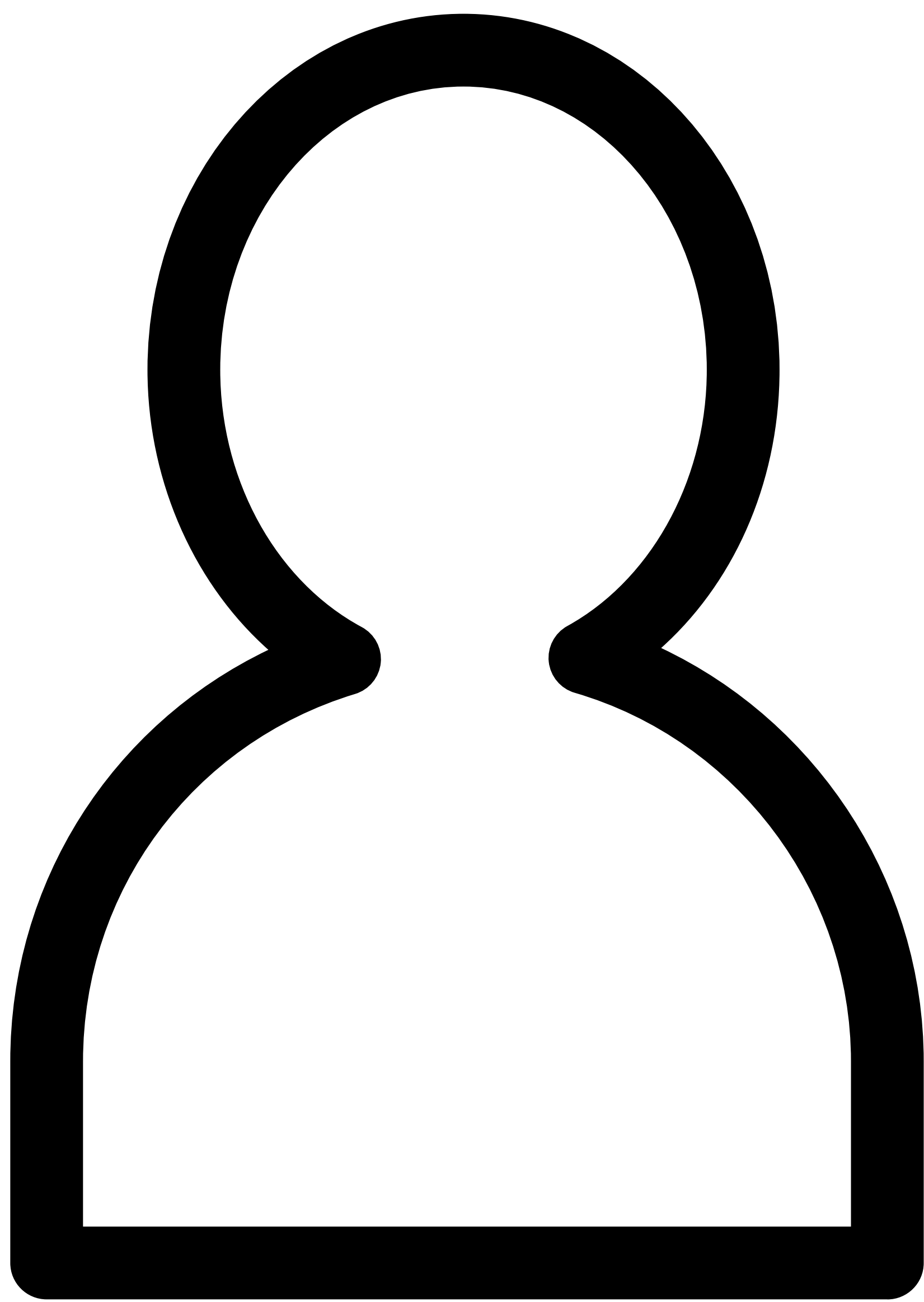
forgiving

capable

rational

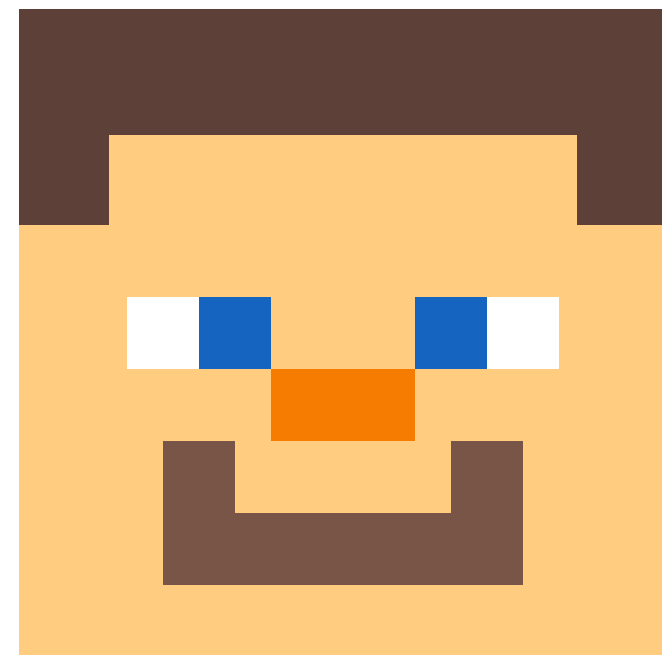
adaptable

strong



Character Examples

- Harry Potter
- Aladdin
- Alice in Wonderland
- Peter Pan
- Captain Underpants
- Pocahontas
- Mr Bean
- Shrek
- Red Riding Hood
- Luigi
- Wonder Woman
- The Hulk
- Auggie from Wonder
- Batman
- Steve from Minecraft
- Little J & Big Cuz



Lesson: Values Performance

Activity 1:

Warm-up: Introductions and Applause

1. Each student will come up one by one, walk through the imaginary door to 'enter' the stage
2. Introduce yourself saying "Hi, my name is _____" and say one interesting thing about yourself.
3. After each introduction, applaud as the other student stays up on stage and takes in the applause.

Activity 2:

Group Activity: What is a character?

1. Teacher asks: *What is a character?*
Answer: A person or animal in a book, play or film.
2. *Who is one of your favourite characters?*
 - e.g. Harry Potter, Aladdin, Alice in Wonderland, Captain Underpants, Peter Pan, Pocahontas, Mr Bean, Shrek, Red Riding Hood, Luigi, Wonderwoman, The Hulk, Auggie from Wonder, Batman, Steve from Minecraft, Little J & Big Cuz.
3. *Close your eyes and think about that character.*
 - *What do you think of first?*
 - *Do you like this character? Why/why not?*
 - *Would you like to be their friend? Why/why not?*
 - *Has their character developed?*
 - *Are they popular? Why/why not?*
 - *How do they treat others?*
 - *What do they look like?*
4. You will be given a copy of the [Character Profile Outline](#).
5. Imagine that you are the main character in a story book.
 - *What features about yourself would you want the reader to know?*
 - *Write/draw these features around the Character Outline.*
 - *Be honest and use features that you believe to be true about yourself.*

Activity 3:

Reflection

- Why do you think many of us only included physical traits?
- I know that you are very kind (student's name), why didn't you include that on your profile?
- Who can tell us a positive feature that you think (student's name) has forgotten to include?
- Did you add anything to your profile that isn't true? Why?