

Unit Name: Inclusive Learning Through Drama

Lesson name: Our Five Senses

Stage: 2
Duration: 60 minutes

Using a range of diverse scenarios, students compose a performance that caters to those who may be vision impaired. Through narration, students are able to orally set the scene, and provide detail to an improvised group performance.

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
 - consolidate interpretative and symbolic work in the drama forms of improvisation, movement, mime and storytelling
 - interpret the meaning of their own drama and that of others.
- A student will learn about:**
- acting in and devising drama from the perspective of drama maker and audience
 - appreciating drama by viewing others' performances.

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</p>	<p>TEACHING</p> <p>Warm-up: Brainstorming</p> <ol style="list-style-type: none"> 1. Class to brainstorm what our senses are and how we use them. 2. Display <i>The Five Senses Visual</i> and have a brief discussion on each sense and how it impacts our day-to-day life. <p>Activity: Guessing Game</p> <ol style="list-style-type: none"> 1. One student is seated in front of the class. 2. Teacher to place an object in a bag, without any of the students seeing what the object is. 3. The student is given a bag which holds an object of the teacher's choosing.

DRAS2.3 Sequences the action of the drama to create meaning for an audience.

Appreciating

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

4. Once the student is blindfolded, they place their hand in the bag to feel for the object.
5. Using the senses of touch, smell and sound, the student describes the object out loud using adjectives. The student holding the bag is simply allowed to give descriptive words and is not to guess what the object is, that is up to the class.
6. Class is to determine what the object is by using only the words provided by the student up the front.
7. You may choose to use food so students can also incorporate the sense of taste (refer to 'Other' section in adaptations, considerations and/or adjustments).

Teacher Note: Before the game starts, or if the student is struggling with descriptive words, display the **Adjective List**.

Reflection:

- *What would have made this game easier?*
- *What words used helped you guess the right answer?*
- *How would your life be impacted if you were only able to use four of the five senses?*
- *Which of the five senses would you choose to create a superpower about? Why?*

LEARNING

Narrating: Improvisation

1. Class is placed into small groups (of 3 or 4).
2. Groups designate one student to be the narrator and the remaining students are to be the actors.
3. Students are given a scenario from the **Scenario Cards** or **Scenario Visual**, and are to create a performance on the spot that does not include any talking, with the exception of the narrator.
4. Groups are selected one by one and are to perform in front of the class.
5. The narrator stands to the side of their actors and introduces their group giving as much detail as possible. They may choose to use the **Narrator Script**.
6. As actors are not to speak, emphasise that they are to focus on their body language and gestures.

Reflection:

- *How did you feel while acting out our performance?*
- *Was it easy or challenging to get your message across? Why?*
- *Was the performance engaging without the actors speaking?*
- *What have you learnt from this activity that might help you or someone else in other situations?*

ASSESSMENT

	<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>Teacher Note: Some students may feel more comfortable playing a particular role, e.g. actor or narrator.</p> <p>Physical: Students may choose to participate as the narrator if they do not feel comfortable acting. The environment may need to be considered or adapted for accessibility.</p> <p>Vision: Display in larger print: Adjective List, Narrator Script, Scenario Cards, Scenario Visual. All of these may also be given verbally. Students narrating the performances could describe the actions and actors as well as the storyline.</p> <p>Hearing: Using the Adjective List, students are able to point to the descriptive words in the warm-up. Class may draw their guesses on whiteboards and hold them up to the student to guess. Class may swap audible applause for ‘Jazz Hands’ - shaking both of their open hands in the air. Provide the Lesson 5 - Language Support S2 for students to view throughout the lesson for clarification.</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.</p> <p>Non-verbal: Using the Adjective List, students are able to point to the descriptive words in the warm-up. Class may draw their guesses on whiteboards and hold them up to the student to guess. 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, provides the option for a specific role in group performance, e.g. scribe or organiser.</p> <p>EAL/D: Provide picture Scenario Cards for students to use during Improvisation. The student/s may feel more comfortable being the actor, as opposed to the narrator. If narrating, students may fill out a hard copy of the Printer Friendly Narrator Script to keep with them and read from. Provide the Lesson 5 - Language Support S2 for students to view throughout the lesson for clarification.</p> <p>Other: For performance refusal or avoidance, allow students alternative ways of performing or being involved such as grouping students in pairs with someone they feel comfortable working with. Teachers can make goals with students to reach by the end of the unit, e.g. the student will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit.</p> <p>Allergies and Restrictions If choosing to involve food in the warm-up, please be aware of individual student allergies (check anaphylaxis action plans) and restrictions or cultural observations, e.g. fasting periods</p>

	<ul style="list-style-type: none"> - Lent: 40 days leading up to Easter. No meat on Fridays, and often an individual choice of restrictions for the whole 10 weeks. - Ramadan: One month, based around a lunar cycle. Complete fasting, including water. - Yom Kippur: 25 hours, usually during September or October. Complete fasting, including water.
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Resources

- [The Five Senses Visual](#) - Blue Sky Community Services
- [Adjective List](#) - Blue Sky Community Services
- [Scenario Cards](#) - Blue Sky Community Services
- [Scenario Visual](#) - Blue Sky Community Services
- [Narrator Script](#) - Blue Sky Community Services

Resources for Adjustments (if applicable)

- [Lesson 5 - Language Support S2](#) - Blue Sky Community Services
- [Printer Friendly Narrator Script](#) - 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.



Additional comments and suggestions for improvement:



PLEASE HELP US IMPROVE!

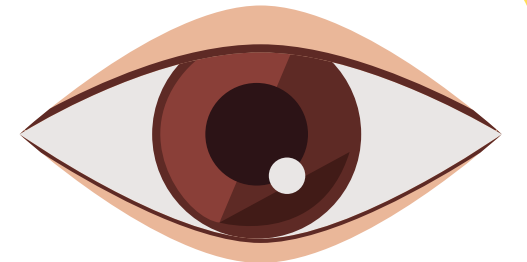
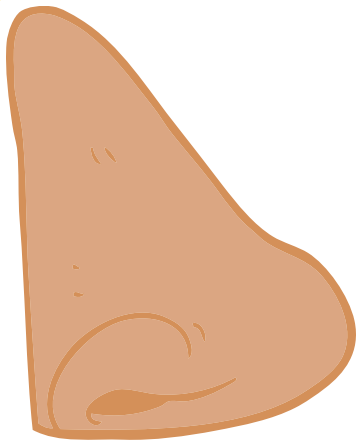
We want to continue to improve our lessons and resources to ensure that they are benefiting not only the students, but you as teachers.

We would appreciate your time in completing this short survey.



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

The Five Senses



Smell

Touch

Hearing

Taste

Sight

Adjectives

(Describing Words)

rough/smooth
big/small
round/square
rattle/silent
hard/soft
empty/full

sharp/blunt
long/short
open/closed
flat/lumpy
strong/weak
hollow/solid

heavy/light
straight/curved
dry/wet
plastic/metal
hot/cold
top/bottom

Going to a
birthday
party.

Participating
in the school
athletics
carnival.

All of the
animals have
escaped from
the zoo.

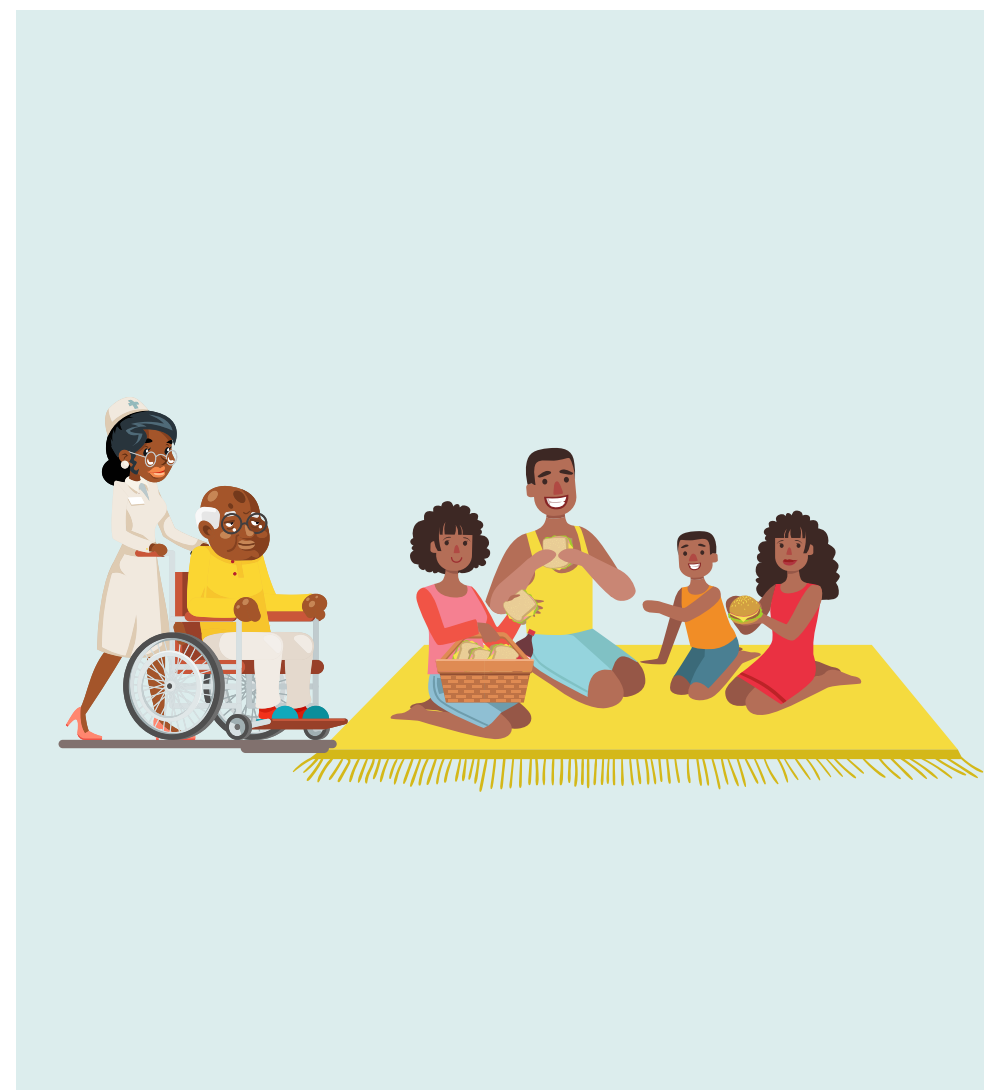
A spaceship
lands in
the middle
of town.

Having
dinner at a
restaurant.

Flying on an
aeroplane.

Going to
the movies.

Having a
picnic.



Catching
a train.

Going to
the beach.

Fishing at
the river.

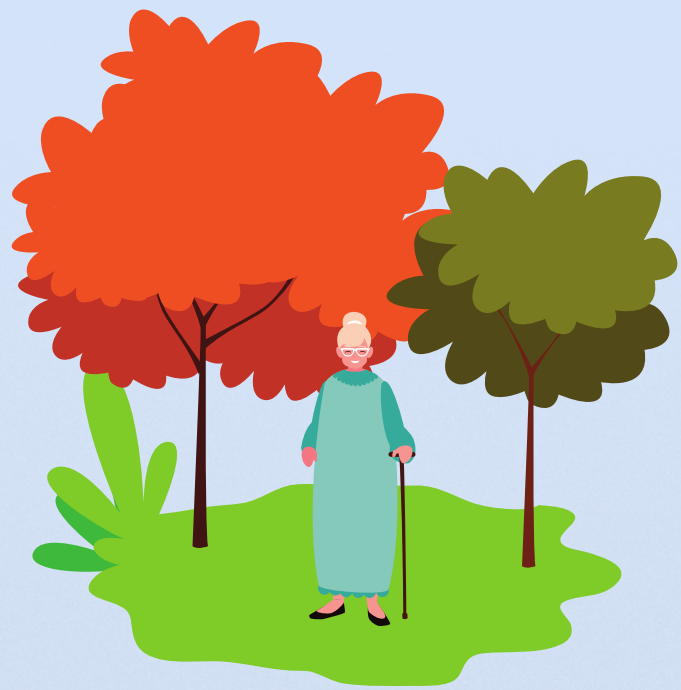
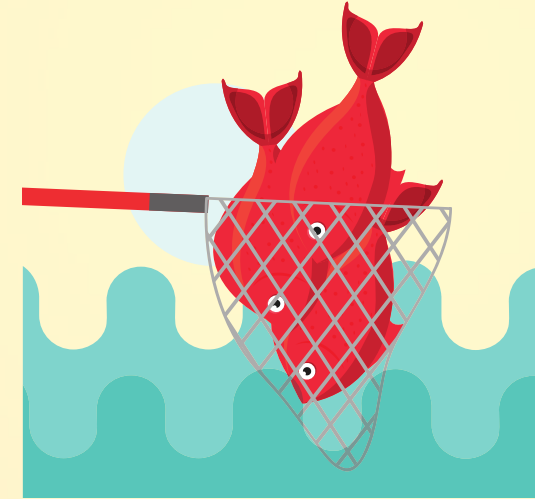
Having a
celebration.

Going for a
bush walk.

Eating lunch
with your
friends.

Playing a ball
game.

Dancing with
your friends.



SCENARIOS

- going to a birthday party

- a spaceship lands in town

- having dinner at a restaurant

- eating lunch with friends

- going for a bush walk

- playing a ball game

- dancing with friends

- animals have escaped the zoo

- flying on an aeroplane

- fishing at the river

- the school athletics carnival

- going to the movies

- having a picnic

- catching a train

- going to the beach

- having a celebration

NARRATOR SCRIPT

"Hello, my name is _____
and I will be narrating today's
performance. I have two
actors performing with me:
_____ and _____. Our
scenario is _____. We hope
you enjoy the show!"

Lesson: Our Five Senses

Activity 1:

Warm-up: Brainstorming

1. Class to brainstorm what our senses are and how we use them.
2. [The Five Senses Visual](#) will be displayed and you will discuss each sense and how it impacts our day-to-day life.

Activity 2:

Group Activity: Guessing Game

1. One student is seated in front of the class.
 2. Teacher to place an object in a bag, without any of the students seeing what the object is.
 3. The student is given a bag which holds an object of the teachers choosing.
 4. Once the student is blindfolded, they place their hand in the bag to feel for the object.
 5. Using the senses of touch, smell and sound, the student describes the object out loud using adjectives. The student holding the bag is simply allowed to give descriptive words and is not to guess what the object is, that is up to the class.
 6. Class is to determine what the object is by using only the words provided by the student up the front.
- The [Adjective List](#) will help you choose descriptive words that match the object.

Activity 3:

Reflection:

- *What would have made this game easier?*
- *What words used helped you guess the right answer?*
- *How would your life be impacted if you were only able to use four of the five senses?*
- *Which of the five senses would you choose to create a superpower about? Why?*

Activity 4:

Narrating: Improvisation

1. Class is placed into small groups (of 3 or 4)
2. Groups designate one student to be the narrator and the remaining students are to be the actors.
3. Students are given a scenario from the [Scenario Cards](#) or [Scenario Visual](#) and are to create a performance on the spot that does not include any talking, with the exception of the narrator.
4. Groups are selected one by one and are to perform in front of the class.

5. The narrator stands to the side of their actors and introduces their group giving as much detail as possible. They may choose to use the [Narrator Script](#).
6. As actors are not to speak, they are to focus on their body language and gestures.

Activity 5:

Reflection:

- *How did you feel while acting out our performance?*
- *Was it easy or challenging to get your message across? Why?*
- *Was the performance engaging without the actors speaking?*
- *What have you learnt from this activity that might help you or someone else in other situations?*

NARRATOR SCRIPT

1. Hello, my name is _____.
2. I will be narrating today's performance.
3. I have two actors performing with me today.
4. Their names are _____ and _____.
5. Our scenario is about _____.
6. We hope you enjoy the show!