

Unit Name: Inclusive Learning Through Drama

Lesson name: What are Values?

Stage: 2
Duration: 60 minutes

Students will engage in a number of drama activities designed to maximise participation and confidence building through: gesture, play building, class discussion and teamwork. Students will also work in groups, involving scripted presentations (written by the students) and improvisation. Through these activities, students will determine that every person has the capacity to display a range of positive values associated with being a good person.

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
 - devise drama using narrative or episodic sequences in collaboration with others.
- A student will learn about:**
- making decisions and asking questions which help to develop in-role depth and dramatic responses
 - acting in and devising drama from the perspective of drama maker and audience.

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>DRAS2.2 Builds the action of the drama</p>	<p>TEACHING</p> <p>Warm-up: What are you doing?</p> <ol style="list-style-type: none"> 1. Students stand in one big circle. 2. One student (Student 1) starts performing an action that represents an activity (brushing teeth, tap dancing, swimming). 3. The person to their left (Student 2) asks “What are you doing?” 4. While Student 1 continues to, for example, brush their teeth, they say “I’m washing my car”. 5. Student 2 must immediately start washing their car. 6. The student to the left (Student 3) immediately asks “What are you doing?”

by using the elements of drama, movement and voice skills.

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

7. Again, Student 2 must continue to wash a car while they say, for example, “I’m curling my hair.”
8. Students continue around the circle.
9. Students are eliminated if they hesitate, freeze up or stop what they are doing while they say what they are doing.
10. Keep playing until you are down to one student, the winner.

LEARNING:

Group Activity: Class Discussion

1. Teacher leads the class in a discussion.
 - *What are values?*

Teacher Note: You may use the **Defining our Values** visual as an aid with describing the value words.

2. Use the **Values Visual** to display the behaviours on the board.
 - *Why do we need values?*
 - *Which two values listed are the most important to you?*
 - *Which value helps you to be a good friend?*
 - *If somebody is sad, which values would you show?*
 - *What would it mean if someone had different values from you?*
 - *If someone close to you held different values, would this impact you in any way?*
 - *Why do families or friends often have similar values to each other?*
 - *Do certain groups hold similar values? e.g. sporting, cultural, school groups.*

Group Activity: Play building

1. Students work in groups (4-6 per group) to create a short performance (2 minutes) highlighting at least 2 of the values listed.
2. Students each pick a **Drama Character Card** to play the role of during the performance.
3. Students will use the **Drama Performance Planner** to help them:
 - identify their focus
 - brainstorm ideas
 - create a storyboard script
 - make notes about props, costumes etc.
 - be creative!
4. Once students have filled in their Performance Planner, groups will begin rehearsing.
5. Groups will have 2 drama lessons to plan, rehearse and record their performance (the second is in the following lesson).
6. Use the **Values Visual** to display the following behaviours on the board:
 - Courage
 - Explore
 - Determination

	<ul style="list-style-type: none"> - Listening - Respect - Leader - Learning - Gratitude - Trust - Fairness - Honesty - Compassion - Team player - Resilience - Creativity <p>7. Teachers may also choose to use their school’s values instead of the provided list.</p> <p>Reflection: Students respond to the following questions: <i>Could every person display any or all of these values regardless of where they come from, what they look like, what foods they eat or what sports team they follow? Why?</i></p> <p>ASSESSMENT: This lesson is an opportunity for students to prepare for the assessment in the next lesson ‘Key Values Performance’.</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: Students can complete all activities where they feel most comfortable. This may include sitting or standing. The environment may need to be considered or adapted for accessibility.</p> <p>Vision: Display in larger print: Values Visual. Teacher to give values verbally. Students may narrate the performances for the audience, focusing on describing the actions and actors as well as the storyline.</p> <p>Hearing: Display lesson instructions on the board for clarification. Include clear and enlarged font. Teacher can write/type students' answers/discussion points on the board while the discussion is happening for clarification. Provide the Lesson 7 - Language Support S2 for students throughout the lesson for clarification.</p> <p>Sensory: Create a space in the classroom that gives students a ‘break’ from constant environmental stimulants. Have a quiet area in which a group can plan their performances.</p> <p>Non-verbal: Students may participate in performance using their preferred means of communication. Support students’ preferred ways of communication. Incorporate technology or devices in group work and ask targeted closed questions; provide the option for a specific role in group performance, e.g. scribe or organiser.</p> <p>EAL/D: Large font values visual provided EAL/D Values Visual and Simplified Drama Performance Planner. Teacher may use the Defining our Values visual as an aid with describing the value words. Provide the Lesson 7 - 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</p>

	<p>working with. Teachers can make goals with students to reach by the end of the unit, e.g. student will be able to perform at least 5 lines of dialogue in front of an audience by the end of the unit.</p>
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Resources

- [Drama Character Cards](#) - Blue Sky Community Services
- [Drama Performance Planner](#) - Blue Sky Community Services
- [Values Visual](#) - Blue Sky Community Services

Resources for Adjustments (if applicable)

- [EAL/D Values Visual](#) - Blue Sky Community Services
- [Simplified Drama Performance Planner](#) - Blue Sky Community Services
- [Lesson 7 - 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.



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.

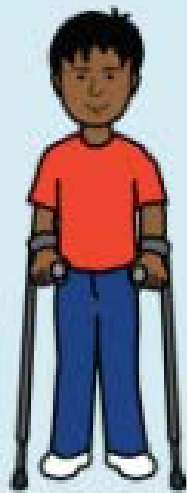
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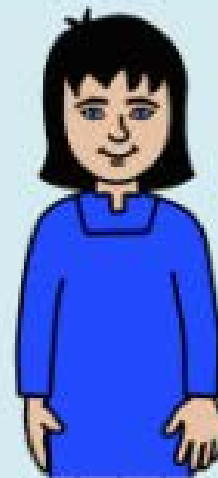
[Click here to
access the survey.](#)



Character 1



Character 2



Character 3



Character 4



Character 5



Character 6



Character 7



Character 8



Character 9



Character 10



Character 11



Character 12



Character 13



Character 14



Character 15



Character 16



Character 17



Character 18



Character 19



Character 20



Character 21



Character 22



Character 23



Character 24



Character 25



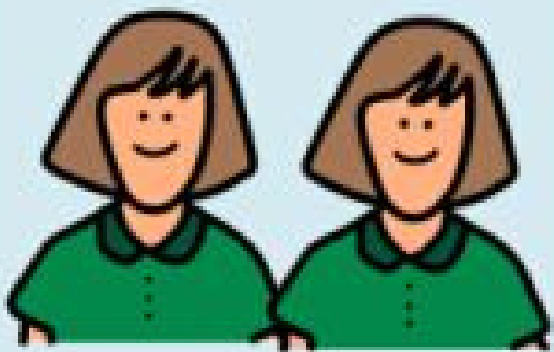
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Character 27



Character 28



Character 29
& 30



Character 31



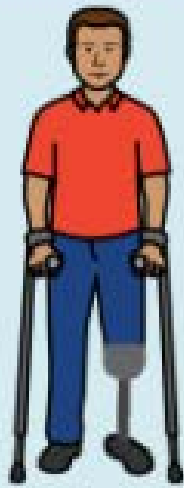
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Character 33



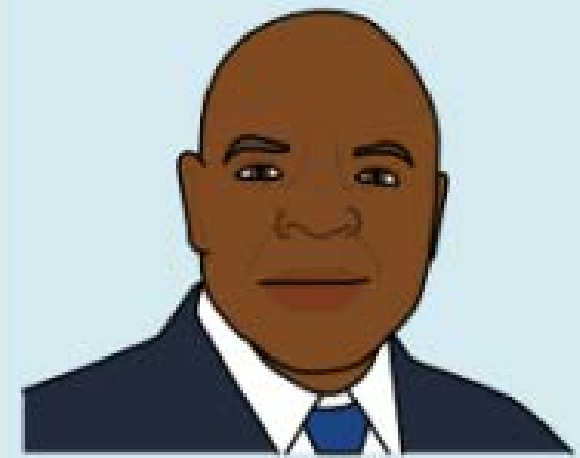
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Character 35



Character 36



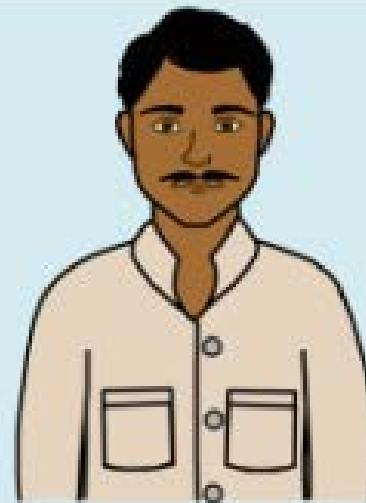
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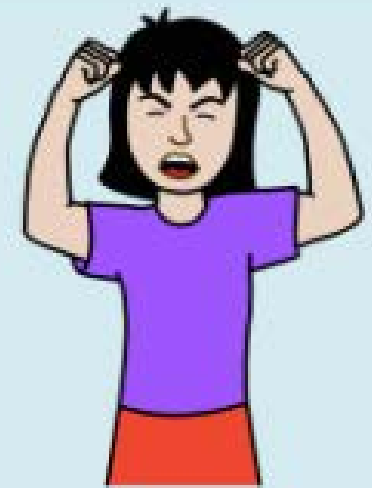
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Character 39



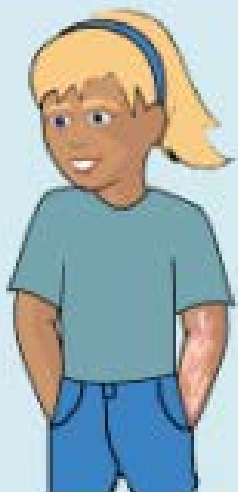
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Character 41



Character 42



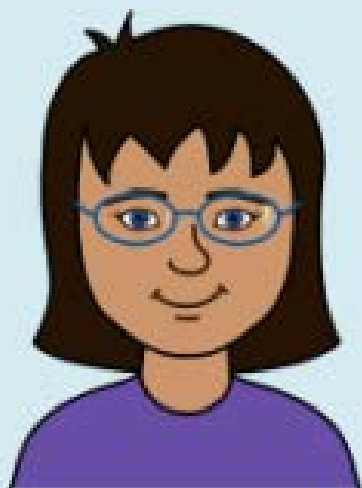
Character 43



Character 44



Character 45



Character 46



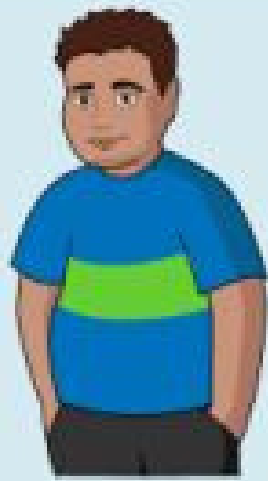
Character 47



Character 48



Character 49



Character 50

Create a short dramatic performance (2 minutes), highlighting at least two of the behaviours listed below.

You will have 2 drama lessons to plan, rehearse and present your performance.

Use this planning sheet to: ● Identify your focus



Group Names	Key Values (can include more than 2) 1. 2.
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Brainstorming	Props/Costumes
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- Brainstorm ideas
- Create a storyboard script
- Make notes about props, costumes

Values to choose from: courage, listening, compassion, respect, leadership, team player, learner, determination, exploration, gratitude, trust, fairness, honesty, resilience.

Storyboard Planning

Use the squares below to create simple scene sketches and dialogue ideas.

Notes:

VALUES

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

- **courage**
- **team player**
- **gratitude**
- **listening**
- **learning**
- **trust**
- **compassion**
- **determination**
- **fairness**
- **respect**
- **exploration**
- **honesty**
- **leadership**
- **creativity**
- **resilience**

Values: principles or standards of behaviour;
one's judgement of what is important in life.

VALUES

1. **courage**
2. **listening**
3. **compassion**
4. **respect**
5. **leadership**
6. **gratitude**
7. **trust**
8. **determination**
9. **team player**
10. **fairness**
11. **learning**
12. **exploration**
13. **creativity**
14. **honesty**
15. **resilience**

Name: _____

Create a short performance using 2 of the values listed.

Values: **courage, listening, compassion, respect, leadership, team player, learner, determination, exploration, gratitude, trust, fairness, honesty, resilience and creativity.**

Storyboard Planning

Use the squares below to sketch out our ideas.

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Lesson: What are Values?

Activity 1:

Warm-up: What are you doing?

1. Students stand in one big circle.
2. One student starts performing an action that represents an activity (brushing teeth, tap dancing, swimming).
3. The person to their left asks “What are you doing?”
4. While that person continues to, for example, brush his teeth, he says “I’m washing my car”.
5. The asker must immediately start washing his car.
6. The student to the left immediately asks “What are you doing?”
7. Again the other student must continue to wash a car while he says, for example, “I’m curling my hair.”
8. Students continue around the circle.
9. Students are eliminated if they hesitate, freeze up or stop what they are doing while they say what they are doing.
10. Keep playing until you are down to one student, the winner.

Activity 2:

Group Activity: Class Discussion

- *What are values?*
- *Why do we need values?*
- *Which two values listed are the most important to you?*
- *Which value helps you be a good friend?*
- *If somebody is sad, which values would you show?*
- *What would it mean if someone had different values to you?*
- *If someone close to you held different values, would this impact you in any way?*
- *Why do families or friends often have similar values to each other?*
- *Do certain groups hold similar values? (sporting, cultural, school groups)*

Activity 3:

Group Activity: Play Building

1. Work in groups (4-6 per group) to create a short performance (2 minutes) highlighting at least 2 of the values listed.
2. Pick a [Drama Character Card](#) to play the role of during the performance.
3. Use the [Drama Performance Planner](#) to help you:
 - identify their focus
 - brainstorm ideas
 - create a storyboard script
 - make notes about props, costumes
 - be creative!

4. Once you have filled in the Performance Planner, the groups will begin rehearsing.
5. You will have 2 drama lessons to plan, rehearse and record the performance.
6. These are the values you can choose from:
 - Courage - Explore - Determination
 - Listening - Gratitude - Compassion
 - Respect - Trust - Team player
 - Leader - Fairness - Resilience
 - Learner - Honesty - Creativity

Activity 4:

- *Could every person display any or all of these values regardless of where they come from, what they look like, what foods they eat or what sports team they follow? Why?*