

**Unit Name:** Inclusive Learning Through Drama

**Stage:** Early Stage 1

**Lesson name:** Auslan and Singing

**Duration:** 30-40 minutes

## Lesson Overview

Students will use Auslan to communicate information and participate in activities.

## 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
- communicates 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  |
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| <b>DRAMA</b><br><br><b>Making DRAES1.1</b><br>Uses imagination and the elements of drama in imaginative | <b>TEACHING</b><br><br><b>Warm-up - Charades</b> <ol style="list-style-type: none"> <li>1. Students are seated on the floor.</li> <li>2. Teacher demonstrates an action e.g. driving a car.</li> <li>3. Students guess what action the teacher is doing.</li> <li>4. Teacher shows students the <a href="#">Early Stage 1 Charade Action Cards</a>.</li> </ol> |

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| <p>play and dramatic situations.</p> <p><b>Performing</b><br/><b>DRAES1.3</b> Dramatises personal experiences using movement, space and objects.</p> <p><b>Appreciating</b><br/><b>DRAES1.4</b> Responds to dramatic experiences.</p> <p><b>MUSIC</b></p> <p><b>Performing</b><br/><b>MUES1.1</b> Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.</p> | <p>Teacher note: these may be cut into individual cards if preferred.</p> <ol style="list-style-type: none"> <li>Teacher selects a student.</li> <li>Student can decide to do their own action or one from the cards. Simple noises can be used if necessary.</li> <li>The rest of the class guesses what action the student was doing.</li> <li>Steps 5-7 repeated.</li> <li>Allow approximately 5-10 minutes for activity.</li> <li>Whole class brainstorm/discussion: <ul style="list-style-type: none"> <li>- <a href="#">What does it look like? Sound like? Feel like?</a> <i>to be playing the game?</i></li> <li>- <i>How can everyone be included in the game?</i></li> </ul> </li> </ol> <p><b>LEARNING</b></p> <p><b>Whole Class Activity:</b> Auslan Alphabet</p> <p>Teacher Note: for general reference <a href="#">Do's and Don'ts of Auslan</a></p> <ol style="list-style-type: none"> <li>Introduce students to the <a href="#">Auslan Finger Spelling Alphabet</a> and the <a href="#">Auslan See it Say it Sign it   Australian Sign Language</a> video.</li> <li>Students can sing an alphabet song as the teacher (or a selected student) points to the Auslan poster. <a href="#">Australian: The Alphabet Song</a> (pace of the song is a little fast; in this video the pronunciation of 'Z' is Australian) or <a href="#">ABC Song</a> (song sung at a slower pace; American pronunciation of 'Z').</li> <li>Teacher assists/guides the students to sign simple words e.g. cat, dog, mum, dad, sun using <a href="#">Auslan Finger Spelling Simple Words</a> and <a href="#">Auslan Two Handed Spelling</a>.</li> </ol> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">What does it look like? Sound like? Feel like?</a></li> <li>- <i>Was it hard to do the finger spelling? Why was it hard?</i></li> <li>- <i>Was it easy to do the finger spelling? Why was it easy?</i></li> <li>- <i>Would your family be able to guess what you were signing if you used Auslan at home?</i></li> </ul> <p><b>Whole Class Activity (Song 1):</b> Twinkle Twinkle Little Star</p> <p>Teacher Note: time constraints may only allow for one song to be introduced to the students in the Whole Class Activity.</p> <ol style="list-style-type: none"> <li>Students sing <a href="#">Twinkle Twinkle Little Star</a>. <i>What actions or signs could be used to sing the song?</i></li> <li>Record responses/suggested actions on a chart or IWB/whiteboard e.g. star - fingers in a diamond shape.</li> <li>Students sing the song using their own 'signs/actions' – teacher records via video or pictures.</li> </ol> |
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4. Teacher asks for volunteers to show the actions they used to the rest of the class.
5. Play [Twinkle Twinkle Little Star Auslan](#) video or use [Twinkle Twinkle Little Star Auslan Visuals](#) if there is no Interactive whiteboard.
6. Students compare their actions to those on the video clip; allow students to watch and copy the actions on the video.

**Reflective Questions:**

- [What does it look like? Sound like? Feel like?](#) to use actions for *Twinkle Twinkle Little Star*?
- *Was it fun? What made it fun?*
- *Was it interesting? What made it interesting?*
- *When might you use these actions/song?*
- *Who would you like to teach this song to?*

**Whole Class Activity (Song 2): Sing a Rainbow**

1. Discuss what colours can be seen in a rainbow. Teacher may like to display the [Colours of a Rainbow](#) visual.
2. Introduce Auslan for the colours of the rainbow.  
[Red](#), [Orange](#), [Yellow](#), [Green](#), [Blue](#), [Violet](#)  
Indigo - there is no Auslan translation for this colour.
3. Allow students to watch the [Sing a Rainbow](#) video.
4. Students may attempt to sign the song following the video using the [Sing a Rainbow Auslan Visual](#).

**Reflective Questions:**

- [What does it look like? Sound like? Feel like?](#) to sing a song using Auslan signs?
- *Did you find it tricky using all the signs? Why? Why not?*
- *Why might you sing a song using signs?*
- *Who might sing a song this way?*
- *Would you like to learn to sing more songs this way?*

**Partner Activity: Nursery Rhyme Performance**

Teacher Note: This activity can be held over to the next lesson to allow students more time to prepare and perform.

1. Students put in pairs.
2. Each pair is given a [Nursery Rhymes and Songs](#)

Teacher note: These songs are just samples. If songs aren't known, reference can be made to [ABC Song + More Nursery Rhymes & Kids Songs](#) or you can choose your own.

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|   | <ol style="list-style-type: none"> <li>Teacher may wish to show students rhymes from other countries and in different languages. <a href="#">Rhymes from around the world</a> is a useful site that has songs grouped in continents and countries, as well as English translations.</li> <li>Each pair is to create various actions that can be used to ‘perform’ the song without singing or music.</li> <li>Each pair practises their rhyme using signs and actions (allow students 10-15 minutes for Steps 3 and 4).</li> <li>Students are given the opportunity to perform their rhyme in front of the class.</li> </ol> <p><b>ASSESSMENT</b></p> <p>Based on Partner Activity above, <a href="#">Early Stage 1 Assessment for Partner Performance Activity</a>.</p> <p>Teacher Note: Differentiate assessment to student’s needs as required.</p>  |
| <p><b>Adaptations, Considerations and/or Adjustments</b></p> <p><b>Note:</b> Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p> | <p><b>Physical:</b> Student/s participate in the activity at desks if the floor is not accessible due to mobility. All the signs for Auslan can be done sitting down or standing up. A support person (teacher or student) gives verbal instructions of sign/action or provides hand-to-hand guidance. For mobility or dexterity, students can use preferred hand, or use a device to assist them.</p> <p><b>Vision:</b> Students may need support through further visuals eg <a href="#">Visuals for sections of lesson</a>. Larger or print-outs of posters/visuals of <a href="#">Twinkle Twinkle Little Star Auslan Visuals</a> and <a href="#">Sing a Rainbow Auslan Visual</a>. Ensure students are seated near the front of the room to view visuals/videos. Students could also work with a partner to assist/describe any signs or actions. Teacher or support partner uses hand-to-hand touch to demonstrate sign language.</p> <p><b>Hearing:</b> Students may need support through further visuals, or headphones with sound turned up to a suitable level. If videos do not have closed captions already embedded into the video, ensure these are turned on using the youtube function.</p> <p><b>Sensory:</b> Students may need support through further visuals e.g. <a href="#">Visuals for sections of lesson</a>. A student sensitive to noise may wish to use noise-cancelling headphones during singing or partner work. Have a quiet space available for students to use as required.</p> <p><b>Non-verbal:</b> Students may need support through further visuals e.g. <a href="#">Visuals for sections of lesson</a>. Teacher check-in with students for understanding. Refer back to the visuals for the activity. Pair student with a support student/adult during the whole class and partner activity as needed to enable student participation. To enable participation, change the whole class activity to a partnered activity.</p> <p><b>EAL/D:</b> Students may need support through further visuals e.g. <a href="#">Visuals for sections of lesson</a>. Teacher check-in with students for understanding. Refer back to the visuals for the activity. <a href="#">Twinkle Twinkle Little Star Auslan Visuals</a>, <a href="#">Sing a Rainbow Auslan visual</a>, <a href="#">Colours of a Rainbow</a></p> |

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|  | <p>Pair student with a support student during the whole class and partner activity as needed to enable student participation. Use <a href="#">Google Translate</a> to assist with any translations.</p> <p><a href="#">Rhymes from around the world</a> is a useful site that has songs grouped in continents and countries, as well as English translations.</p> <p><b>Other:</b> Reluctant performers may be given the option of performing in a quiet space away from class in front of the teacher or selected audience members. Alternatively, the teacher may record the performance.</p> |
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## Resources

- [Do's and Don'ts of Auslan](#) Blue Sky Community Services
- [Auslan See it Say it Sign it | Australian Sign Language](#) - Jack Hartmann (YouTube)
- [Australian: The Alphabet Song](#) - Miss Merry (Youtube)
- [Nursery Rhymes and Songs](#) - Blue Sky Community Services
- [ABC Song + More Nursery Rhymes & Kids Songs](#) - Cocomelon - Nursery Rhymes (Youtube)
- [Auslan Two Handed Spelling](#) - Auslan signbank
- [Twinkle Twinkle Little Star](#)- LooLoo Kids (You Tube)
- [Twinkle Twinkle Little Star Auslan Visuals](#) - Blue Sky Community Services
- [Twinkle Twinkle Little Star Auslan](#) - Signs Of Life (You Tube)
- [Sing a Rainbow Auslan](#)- Hey Dee Ho Educational Services (You Tube)
- [Sing a Rainbow Auslan Visual](#) - Blue Sky Community Services

## Resources for Adjustments (if applicable)

- [Twinkle Twinkle Little Star Auslan Visuals](#) - Blue Sky Community Services
- [Sing a Rainbow Auslan visual](#) - Blue Sky Community Services
- [Colours of a rainbow](#) - Blue Sky Community Services
- [Rhymes from around the world](#) - Mama Lisa's World
- [Google Translate](#) - Google app

## Lesson Evaluation/Reflection

Yes

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| 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:  |                          |