

Autism Drama Program

Focus/Theme of Lesson: Playing with THREE Specific Actions Through Movement: On, Under, and Through

Goal:

- ☐ Students will imitate a physical prompt(s) modeled by the leader
- ☐ Students will imitate a visual prompt(s) presented by the leader
- ☐ Students will generate their own pose and/or action in collaboration with a visual prompt and modeling from the leader
- ☐ Student will practice body control as they move, share the space with other students and stop and start in response to guided prompts to move or freeze

Drama Strategies:

Sensory Awareness: activities that specifically focus and emphasize the use of one KEY sense in order to solve problems, respond creatively to a prompt, identify objects, or generate ideas.

Movement: activities that generate and emphasize a spontaneous, physical response to a prompt. The prompt can be visual or aural. The response can be large or small motor based.

Social Skills Emphasized:

Imitation

Pretend Play/Offering and playing an original "make-believe" idea

Taking Turns/Waiting their turn

Introduction:

- ☐ My name is _____
- ☐ I am here to play.
- ☐ These are my students.
- ☐ They are here to play, too.
- ☐ I want to do some drama.
- ☐ Will you play drama?
- ☐ Let's find out. We will play Yes Let's.
- ☐ I will show you how to play.
- ☐ I say...will you do drama today?
- ☐ You say: Yes, Let's (do action)

MODEL

- ☐ Dylan, will you do drama today?
- ☐ Hallie, will you do drama today?

CONTINUE UNTIL MODEL HAS BEEN ESTABLISHED WITH HELPER STUDENTS; THEN ADD DRAMA STUDENTS.

ENGAGEMENT

Warm up: Ball Action

- ☐ I brought my favorite ball

- ☐ I will share my ball with all of you
- ☐ I want to play Pass and Catch.
- ☐ Let's see who will play

MODEL

- ☐ UNI Students: will you play Pass and Catch?
- ☐ ALL: Yes, Let's.
- ☐ Will you play with me? (NOTE: I might ask you and your partner by name if you will play)
- ☐ Yes, let's.
- ☐ UNI Student says: Yes, Let's (nods with fist)

I will roll the ball with my hands
 I will roll the ball to one of you.
 Catch the ball with your hands.
 Roll the ball back to me.

Following the leader prompts students will do each of the following:

- ☐ roll the ball with their hand
- ☐ roll the ball using a finger
- ☐ roll to anyone

FOCUS AND OBSERVATION

Activity I: Kids on Chairs

I am on a chair.
 I am sitting on a chair.
 You are sitting on a chair.

WATCH (MODEL)

I am sitting backwards on the chair?
 Can you sit backwards on the chair?

SHOW ME

Leader repeats with such MODELING PROMPTS AS:

One foot on the chair
 One hand on the chair
 Laying on the chair

EXPLORE AND INVESTIGATE

I am out of ideas. Who has an idea? Who can show me a new way to be on my chair?

NOTE: IF ERH students do not offer an idea verbally or non-verbally I will model this section by calling on a UNI student.

ENGAGEMENT

Activity II: Kids With Chairs

I had fun on the chair.
 But look...I can put my foot UNDER the chair.

FOCUS AND OBSERVATION

Put your foot under the chair.
 I will put my hand under the chair.
 Put YOUR hand under YOUR chair.

EXPLORE AND INVESTIGATE

I am out of ideas. Who has an idea? Who can show me something new to put under my chair?

ENGAGEMENT

Activity II: Kids on Squares

That was fun...I want to play more. I want to MOVE and play.
 I want you to move and play with me.
 Here is a carpet square.
 Put it on the floor.
 Stand on your square.
 That is your spot.

MODEL

I will clap on the drum.
 We will move around the room while I clap on the drum.
 When I stop clapping the drum find your carpet square.
 Stand ON your carpet square as still as you can.
 Let's begin!

EXPLORE AND INVESTIGATE

That was GREAT FUN. I need more ideas. What are new ways we can be on the carpet squares. We stood on the squares. How else can we be ON the square?

Leader uses generated ideas to play.
 As before, the students will move at the sound of the drum, and then when the drum stops, find a square and share the new pose.

Activity III: Light on Chairs

ENGAGEMENT

I brought something fun to play. I brought my flashlights. I love flashlights. I love playing with the light.
 Let's play together.
 First, let's make the flashlight shine.

FOCUS AND OBSERVATION

We can shine the light ON the chairs.
 We can shine the light ON the carpet squares.
 We can shine the light ON the ceiling.

EXPLORE AND INVESTIGATE

Let's play some more. What else can we shine the light on?
 Leader uses generated ideas to play.

Watch, I can shine the light THROUGH the chair. Can you do that too?
 I can shine the light UNDER the carpet.

Can you do that to?

Where else can we shine the light?
Leader uses generated ideas to play.

NOTE: these can be verbal or non-verbal ideas.

Activity IV: Through and Through ENGAGEMENT

Look what I brought!
I brought my tunnel.
I like to play with my tunnel.

FOCUS AND OBSERVATION

I am big. I do not fit.
But you are smaller than me. You will fit.
Who will crawl through the tunnel? Who will crawl from one end to the other.
I will watch your crawl.

EXPLORE AND INVESTIGATE

Let's try it with our lights.
Can we shine the light ON the tunnel?
Can we shine the light THROUGH the tunnel?
Can we shine the light UNDER the tunnel?

REFLECTION AND DISCUSSION

That was good fun. We sat On the chair.
We put our foot UNDER the chair.
We crawled THROUGH the tunnel.

CLOSING

It is time for me to go. It is time to say good bye.
I have the ball. I will roll it to you.
I will say: Thank you for coming to drama.
You will say (or sign) Thank you

Materials needed:

Pilates ball (large blue)*
Drum
Carpet squares 22-24
Tunnel
Flashlights

Berghammer, G. (2014). Unpublished lesson plan, Department of Theatre, University of Northern Iowa, Cedar Falls IA.