

## **Autism Drama Program**

**Focus/Theme of Lesson:** Playing with Bears on Chairs

### **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 with a parachute
- ☐ Student will play the role of a bear with a chair in a short story drama

### **Drama Strategies:**

**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.

**Pantomime:** acting without words. Activities that focus and emphasize communicating any of the following non-verbally: action, mood, environment, character, age, occupation, emotions/feelings, objects or animals. Can be large or small motor based; can include gesture and facial expression.

**Story Dramatization:** the development of an acted out performance sequence based on a story source. In most instances, the story is told and visually shared by the drama leader. Students develop characters, action and dialogue using the story as the basis for their work. The work developed is frequently replayed; students may choose to perform a different character each time. May be verbal OR non-verbal or a combination of the two (some participants talking; others just pantomiming). The leader typically functions as the narrator and helps guide the action through a process called side-coaching, a form of directing that embraces the use of ideas generated by the participants. Students may dramatize all or part of a story.

### **Social Skills Emphasized:**

- Imitation
- Pretend Play/Offering and playing an original "make-believe" idea
- Taking Turns/Waiting their turn
- Generating an Idea

### **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**

- ☐ Jenna, will you do drama today?
- ☐ Sam, will you do drama today?

CONTINUE UNTIL MODEL HAS BEEN ESTABLISHED WITH UNI STUDENTS; THEN ADD ERH 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**

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: Parachute**

I brought my parachute.  
 It is big.  
 It is big enough for all of us to play.  
 Help me play parachute.  
 With your partner, grab onto a handle of the parachute.  
 Help me make the parachute go up.  
 Help me watch it float down.

### **WATCH (MODEL)**

Can you help me again?

### **SHOW ME**

Leader repeats with such MODELING PROMPTS AS:

Move the parachute fast.  
 Move the parachute slow.  
 Keep a ball on the parachute.

## **EXPLORE AND INVESTIGATE**

I have an idea.  
 I want to see if we can move under the parachute.  
 We will make the parachute go high and Olivia will move under the parachute.  
 She will move to the center and then back to the edge while the parachute is high above her.  
**Model with a UNI student.**

That looks like fun.  
 Let's try that again.  
 \_\_\_\_\_, will you have a turn.  
 Move under the parachute.

Let's try switching places.  
 I want to see if we can move from one place to another under the parachute.  
 The rest of us will keep it floating high.  
 Dylan, will you and your partner move?  
 We will keep the parachute floating high above you.

## **ENGAGEMENT**

### **Activity II: Kids With Discs**

I had fun with the parachute.  
 I bet we can have fun with these.

## **FOCUS AND OBSERVATION**

**(each child is given a disc)**

These are my discs.  
 I like to hold them.  
 I like to squeeze them.  
 I like to sit on them.  
 I like to play pretend with them.

## **MODEL**

Let's pretend we are driving.  
 Let's pretend we are looking in a mirror.  
 Let's pretend it is a pizza.  
 Let's pretend it is a hat.  
 Let's pretend it is the sun.  
 Let's pretend it is a big bowl of cereal.  
 Let's pretend it is a big coin.

## **EXPLORE AND INVESTIGATE**

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

### **Activity III: Playing with a Story**

## **ENGAGEMENT**

I love stories.  
 I have a story to share.  
 My college students will help me share the story.

## **FOCUS AND OBSERVATION**

## **MODEL**

**NOTE: As leader tells the story it is acted out EITHER through her actions and use of hats OR with the help of four-five UNI students.**

## **Story:**

Blue Bear (Adult Student) has a chair.

She likes it there on his one chair.

Pink Bear (Adult Student) wants a chair.  
She goes and gets a second chair.

Another chair is over there.  
Black Bear (Adult Student) runs and gets that chair!

Red Bear (Adult Student) spies one last chair.  
She sits on it. She's happy there.

Four bears on Four Chairs.  
None of the bears has to share.

Oh Oh...here comes Brown Bear (Adult Student)  
She has NO chair.

What will they do?

Can BIG BROWN BEAR make a pair  
On Blue Bear's one chair?

NO

What about a double chair?  
Thinks Pink Bear.  
Can three bears  
Pink Bear and Black Bear and Brown Bear share?  
Can they share the chairs?

NO...They do not fit.

Red Bear looks at all the chairs.  
Red Bear looks at all the bears.  
Red Bear gets an idea!  
Four chairs can make ONE BIG CHAIR.  
And if EVERYONE SHARES  
Blue Bear, Pink Bear, Black Bear, Red Bear and Brown Bear  
will have enough room up there.  
NOTE: Brown Bear sits in the middle...the others on either side.

**NOTE: names that appear first in ( ) will do the role of the bear indicated during the first session; the second name that appears will do the role of the bear indicated during the second session**

\_\_\_\_\_ will tell the story for the second group

### **EXPLORE AND INVESTIGATE**

With the help of the leader and their College partners, students will act out the actions and gestures of the story.

### **REFLECTION AND DISCUSSION**

That was good fun.

We played with the parachute.

We played with the discs.

We played with a story.

We were bears.

And we found a way to have enough chairs!

### **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)

Parachute

Nerf Ball

Discs (21)

Bear ears (as many sets as we have)

Colored baseball hats, etc.

Blue

Pink

Brown

Black

Red

(2-3 of each color)

FOUR classroom chairs (at school)

