

Autism Drama Program

Focus/Theme of Lesson: The Giant Tulip: A Lesson in Working Together

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 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 collaborate together

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 (verbally or non-verbally)

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

FOCUS AND OBSERVATION

Activity I: Working Together: The Circle

I like working with other people.
 Today I want to work with all of you.
 I want to make a CIRCLE.
 I want to make a BIG CIRCLE using everyone.
 Let's work together to make a circle. Let's work together to make a circle where everyone is holding hands. Let's make that circle BIG.

EXPLORE AND INVESTIGATE

That was fun. That was good fun. Our circle was great.
 I want to work together again. Let's see if we can work together to make our circle smaller.

Activity II: Working Together: The 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

EXPLORE AND INVESTIGATE

Leader repeats with such MODELING PROMPTS AS:
 Move the up and down
 Side to side
 Fast and slow

ENGAGEMENT

Activity III: Kids With Instruments

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

FOCUS AND OBSERVATION

(each child is given an instrument)

These are my instruments.
 I like to play them.
 I like to the sounds they make.

MODEL

Watch me make a sound.
 Listen to my big sound.
 Listen to my small sound.

EXPLORE AND INVESTIGATE

I am want to hear your sounds.
 Play your instrument small.
 Play it large.
 Play it happily!

EXPLORE AND INVESTIGATE

I pretend to be the conductor.
 When I do this (gesture) you will play your instrument.
 You will make music.
 When I do this (gesture) you will stop.

ENGAGEMENT

Under the direction of the conductor all students make music.

Activity III: Playing with a Story

ENGAGEMENT

I love stories.
 I have a story to share.
 It is about a tulip.
 A tulip is a flower.
 They grow in the spring.
 We will see them soon.
 Here is what a tulip looks like.

FOCUS AND OBSERVATION

MODEL

Story:

Once there was a farmer.

He found a seed.

It was a big seed.

"This is the biggest seed I have ever seen."

The Farmer planted the seed in his garden.

He went to bed.

The next morning he woke up.

He went outside to check on his garden.

A GIANT Tulip had grown.

"I will pick this tulip."

The Farmer tried, but it was too big.

He could not pull it out of the ground.

I need help.

He went to get his friend.

"I grew a giant tulip. I need your friend pulling the tulip out of the ground."

"OK"

The farmer held on to the tulip.

The friend held on to the Farmer.

They pulled.

NO LUCK.

"Let's ask someone else.

NOTE: The story continues in this manner as follows: another friend, a Horse, a cow, a sheep, a dog, a cat and a hen. Each time the Farmer holds onto the tulip and the others line up behind. They cannot get the tulip out of the ground.

A bird was in a tree. The bird was watching.

"If you pull together you can pull the tulip out of the ground." I will help. I will count to three.

Then everyone will pull. You will all pull at the same time.

So the bird counted and they all pulled together and the tulip came out of the ground.

ENGAGE/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 instruments.

We played with a story.

We worked together.

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

Visual prompt: circle

Instruments

My Drum

Costume pieces for story

Farmer (x 3)

Horse

Cow

Sheep

Dog

Cat

Hen

Bird

Artificial Tulip