

Autism Drama Program

Focus/Theme of Lesson: Caps For Sale

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 generate and imitate their facial poses and the facial poses of others in collaboration with modeling from the leader
- ☐ Students will play a monkey character in the story drama Caps for Sale

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

- ☐ Dylan, will you do drama today?

- Zach, 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: Mirror Fun

I like to play.
 I like to play with others.
 I like to copy others. That means I like to do the same thing they are doing.
 I am sitting. You are sitting. I am "copying" you. YOU are copying me.

Today I want to play a game.
 I want to play a game where you copy your UNI partner. I want to play a game where your UNI partner copies you.

The name of my game is called Mirror Mirror.
 I have a mirror for each of you.
 UNI student: hold the mirror
 ERH student: look in the mirror. Look at your face.
 Can you smile?
 Can you frown?
 Can you make a face.
 Watch your face in the mirror. The face in the mirror is you. It is copying what you are doing.

EXPLORE AND INVESTIGATE

This is fun. That is good fun. Your faces were great.
 I want to work together again. Let's see if we can work together to make other faces.

Activity II: Partner Mirror Mirror

I want you and your partners to sit next to each other. UNI student hold the mirror so that you can see both of your faces in the mirror. ERH student makes a face. UNI student: copy that face. Watch yourselves in the mirror.

Now...UNI student, make a face. ERH student...can you copy that face. Look in the mirror? Does your face and your partners face match?

MODEL
SHOW ME
EXPLORE AND INVESTIGATE

Leader repeats with such MODELING PROMPTS AS:

Make a funny face
 Make a crabby face
 Make a happy face

ENGAGEMENT
Activity III: Monkey See Monkey Do

We had fun with the mirrors.
 Let's put the mirrors away. Let's play something new.

FOCUS AND OBSERVATION
(each child is given an instrument)
 Stand and look at me

MODEL
 Watch me make a face.
 Can you make that same face?
 Can you copy me?

Let's try that again.
 Leader models different faces.

Let's play that again.
 This time I will make a pose.
 Copy my pose. Can you look like me.

EXPLORE AND INVESTIGATE

I have pictures. I have pictures of monkeys. Monkeys love to play copy. They love to play the game Monkey See, Monkey Do.

I will show you a picture of a monkey playing. Make the same pose. Look like the monkey in the picture.

EXPLORE AND INVESTIGATE

I am out of pictures. I want to play some more.
 Do you have an idea? Who has an idea for a pose we can copy?

Activity III: Playing with a Story

ENGAGEMENT

I love stories.
 I have a story to share.
 It is about some monkeys.
 It is about a man.
 It is about some hats.
 It is called Caps for Sale.
 A tulip is a flower.

FOCUS AND OBSERVATION MODEL

Story:

Once there was a man.
 He sold hats.
 He did not carry his hats in a bag.
 He did not carry them with his hands.
 He carried them on this head.

First was his own black hat.
 Then came the grey hats.
 Then the white hats.
 Then the blue hats.
 Then the red hats.

As he walked he called: Caps for Sale! Caps for Sale!

No one bought any hats.
 He was tired.
 He found a tree.
 He sat down under the tree.
 He was tired.
 He fell asleep. He took a nap.

In the tree lived monkeys.
 While the man was sleeping the monkeys climbed down from the tree.
 They tiptoed over to the man.
 They were very quiet.
 They were very careful.
 Each monkey took a hat.
 Each monkey took a hat from the man's head.

When the man woke up all he could find was his own hat!
 He looked to his right...no hats.
 He looked to his left...no hats.
 He looked behind the tree...no hats.
 He looked up in the tree.

He saw MONKEYS. On every monkey was a hat.
 The man said: Give me back my hats.

The monkeys said: chee chee chee chee chee.

The man shook a fist.

The monkeys shook a fist.

The man waved his arms.

He monkeys waved their arms.

The man stomped his foot.

The monkeys stomped their feet.

The man was mad. He took off his hat and threw it to the ground.

The monkeys took off their hats and threw them to the ground.

The man picked them up.

He put them on his head.

He walked down the road.

The End

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 mirrors.

We played with the pictures.

We played with our bodies.

We played with a story.

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)

Costume pieces for story

Hats

Hand mirrors

Peddler Hat (plain black cap)