

Autism Drama Program

Focus/Theme of Lesson: Ask Mr. Bear

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 pretend play with a box
- ☐ Students will play an animal 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)

AS ARRIVING HAVE THEM EXPLORE THE PARACHUTE

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

- Alicia, 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.

FOCUS AND OBSERVATION

Activity I: Playing with Bubbles

I like to play.
 I like to play with others.
 I want to play birthday party.
 Let's pretend we are having a birthday party.
 We will wear hats.
 We will blow horns. Can you blow your horn like me.

Today I want to play with bubbles.
 I brought bubbles for each of you.
 We have blow to make the bubbles.
 We will blow just like we blew on the horns.

EXPLORE AND INVESTIGAGE

This is fun. That is good fun. Your bubbles are great.
 I want to play a game with the hoop. Let's see if we can blow a bubble through the hoop.

Activity II: Boxes
EXPLORE AND INVESTIGATE
ENGAGEMENT

I have boxes. I have a box for each of us.
 I want you and your partners to sit next to each other. I have a box for each of you.
 I want to play pretend.
 I want to play pretend with the box.
 I will pretend it is a present.
 I will open the present.
 I will look inside.
 I will pretend there is a ball inside.
 I will pretend to play with my ball.
 Play with me. You try!

EXPLORE AND INVESTIGATE

I am out of ideas. What else can we take out of the box?

Activity IIA: Playing with a cake

Let's pretend it is Sam's birthday
 I have a pretend cake
 I have candles
 I will pretend to light them
 Let's sing to Sam
 Let's help him blow out his candles.

Activity III: Playing with a Story
ENGAGEMENT

I love stories.
 I have a story to share.
 It is about a boy named Danny.
 Danny needs a birthday present for his Mother.
 He does not know what to get her.
 Let's see what he does.

FOCUS AND OBSERVATION
MODEL

Story:

Danny is a boy
 It is Danny's mother's birthday
 Danny needs a present
 He asks the animals for help
 He asks a **HEN**; she suggests an **EGG**
 Danny says no; his mother has one.

This exchange is repeated as follows:

GOOSE/FEATHER

GOAT/CHEES

SHEEP/BLANKET MADE OF WOOL

COW/MILK

All the animals say: Ask Mr. Bear

None will go with Danny

Danny goes

Mr. Bear whispers in his ear.

Goes home and gives his Mom a BIG BEAR HUG!

Activity IV: Acting out a story

☐ **Imitation**

☐ **Pretend Play**

☐ **Possibly Taking Turns***

Closing Activity

Thank you ritual with the ball (similar to introduction but saying thank you)

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 hats and horns.

We played with the parachute and ball.

We played with boxes.

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:

Materials needed:

Boxes with lids

Horns and Hats

Parachute

Blue Ball

Costumes for Mr. Bear:

Danny, a boy

Hen
Goose
Goat
Sheep
Cow
Mr. Bear

Props:

Egg
Feather
Milk carton (empty)
Cheese wedge
Blanket