

# Rolling Drama

Ann Gresswell



# ROLLING DRAMA



- ♠ What is it?
- ♠ Why use it with AAC users?
- ♠ Structuring of sessions
- ♠ Ideas for sessions



# What is it?

- ♣ Not performance drama
- ♣ Teacher/speech and language therapist/ teacher assistant sets up a situation - pupils and staff develop this. OUTCOME UNKNOWN
- ♣ Everyone participates on same level i.e. pupils and staff all pretend to be adults!



# Why Use it with AAC users?

- ♣ To develop communication
- ♣ To give pupils control
- ♣ To give opportunities for adults to model use of language
- ♣ To support staff in using AAC
- ♣ To support curriculum work



# To develop communication

- ♠ Have to communicate or nothing happens!



# To develop communication

- ♠ Have to communicate or nothing happens!
- ♠ Opportunity to tell others what to do



# To develop communication

- ♠ Have to communicate or nothing happens!
- ♠ Opportunity to tell others what to do
- ♠ Able to choose in a meaningful, motivating situation



# To develop communication

- ♣ Opportunity to be imaginative
- ♣ Pupils often are spontaneously communicative during session
- ♣ Can be used to support literacy





# To give pupils control

- ♠ Making decisions
- ♠ Making things happen
- ♠ Telling others what to do



# To give opportunities for adults to model use of language

- ♣ Speaking

- ♣ Signing

- ♣ Symbols, pictures, photographs

  - ♣ charts, communication books, Velcro board or communication vest



To support staff in using AAC

- ♠ To see the purpose and potential of AAC



## To support staff in using AAC

- ♠ To see the purpose and potential of AAC
- ♠ To become familiar with AAC
- ♠ To communicate with pupils using AAC
- ♠ To model the use of AAC



## To support curriculum work

- ♠ Communicating (speaking) and listening
- ♠ Literacy



Dear Ryan,



You have a place on the camping



expedition. Please pack all the things



you need for the camping trip, ready for

WHTU  
WHTU

Friday, July 14th 2000.

Yours sincerely,

Julie Smith - camp organiser



The ACE Centre

# To support curriculum work

- ♠ Communicating (speaking) and listening
- ♠ Literacy
- ♠ History and Geography
- ♠ Other areas e.g. art and design and design and technology
- ♠ Sensory Curriculum



# Structuring of sessions

- ♠ Preparation
- ♠ Starting each session
- ♠ Rules





# Preparation

- ♠ Communication books, charts, and VOCAs accessible (as they always should be!)
- ♠ Additional charts
- ♠ Simple speech output devices
- ♠ Signing book



# Preparation

- ♠ Discussion regarding the subject of the drama - if needed
  - ♠ through a subject lesson
  - ♠ part of the session but out of role



# Starting the session

- ♠ If continuing from previous week
  - ♠ discuss if going to continue from that point or jump forward in time
  - ♠ discuss if going to change roles
  - ♠ explain rules if newcomers to group
- ♠ Set routine



# Rules

- ♠ No observers
- ♠ Not using real objects
- ♠ Everyone has to agree to pretend to be adults
- ♠ If someone 'sees' something everyone has to 'see' it!



# Rules

- ♠ Stopping the drama
  - ♠ to take on different roles
  - ♠ moving forward in time



# Rules

- ♠ Stopping the drama
  - ♠ to take on different roles
  - ♠ moving forward in time
  - ♠ to continue at another time
  - ♠ to explain something
  - ♠ to keep ultimate control!



## Idea For Starting Sessions

**magic bag**



## Further Ideas For Sessions

- ♠ trips on buses, boats
- ♠ shopping
- ♠ holidays
- ♠ camping
- ♠ island - large footprint
- ♠ historical settings - e.g. canal boat
- ♠ expeditions - Antarctic, moon etc
- ♠ finding a **very large egg**





# Working with adults

## ♠ ARTS ATTAACK

### ♠ Drama at Sea





# ROLLING DRAMA

## TRY IT!

