

Ideas for middle school age students

Arts:

The interrelationship of artistic knowledge and processes defines artistic literacy. *Engaging Students in the Arts* can help educators bring arts into the classroom, allowing students to integrate arts with other subject areas.



Theater/Film:

Create Ad-libs-Create Ad-Libs using sensory integration equating it to how someone with Autism may be overwhelmed or underwhelmed by sensory input.

Show the sensory film *Sensory Overload Interacting with Autism*): <http://vimeo.com/52193530#>

Discuss how you feel about the film



"STOP" SIGN



"YIELD" SIGN



SPEED/INFORMATION SIGN



ONE WAY SIGN

Drawing:

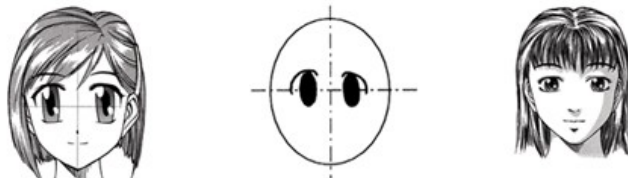
Pictures and Posters-Draw pictures of Steve running across America using his geographical location and stating facts about Autism or using 1 in 50 in every state.

Create a poster -mural championing Steve's Run and Autism Spectrum disorders. Cover the school halls with them visual arts help people to remember!

Seeing Signs - Steve will be running along roadsides seeing bill board advertising, road signs, the paint on the roads and landmarks, all giving him direction to get places. Pick a place you like to go, design a sign or draw a map and give someone directions using signs and landmarks. Let's see if they can find their way. We don't want anyone to get lost! Always look around for landmarks and specific things that stand out. This will help you get to your destination.

Signs can sometimes be too literal for children on the spectrum. For example: Stop sign once you stop and see that it is safe to go you go but someone with Autism may not go because they do not understand what the sign means they just stop and don't go.

Drawing Cont.



Face the Facts- Pair up with a partner and draw a portrait of each other. Draw in the details of eye and hair color. Explain how sometimes children autism don't know what those expressions mean but can learn with help from others.



Create a Comic Strip- Flash, the comic strip character will never order delivery, he can create sonic booms with a snap of his finger. His super speed gives him the ability to run and move extremely fast, use superhuman reflexes and seemingly violate certain laws of physics.

However, He gets so distracted and obsessed by crime-solving, he can still lose track of everything else around him, leaving the fastest man alive running constantly a minute behind.

Create a comic strip of yourself doing something you really like to do. What empowers you?



Music/Dance:

Create a Dance-Song- Create a dance or song about Steve's run and Autism to share with others.

Make a Playlist- Do you like a specific genre of music or would you be willing to mix it up?

Music can be mood altering, inspiring with upbeat tones or soothing you with guitar acoustics and relatable lyrics. Music can take you places that bring you peace and happiness. What would be a great playlist that would motivate you and help you accomplish your goals? Suggest a playlist for Steve.

Sometimes music is too hard to listen to for children with Autism what kind of music would be comforting to listen to?

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Health and Physical Education:

The goal of Health Education and Physical Education programs is to offer students educational opportunities that promote healthy, lifelong lifestyle decisions.



Create a Run- Create a run that totals 50 miles to exemplify 1 in 50.

Using Steve's mileage from the previous day, run a cumulative of his mileage. You can use relays to do this.

Jump rope- have teams reach 50 jumps for Autism or each child does x amount in honor of Steve's run.

Basketball- Steve's favorite game is basketball. See if you can shoot as many baskets as miles he is running each day. Use a puzzle piece marker to shoot from.

Cross Over Relay- One volleyball for each team

Formation :

The players are in short files behind a starting line. The first person in each team has a volleyball.

Method :

On your signal, the player runs to the goal line opposite his team. He/she turns, with feet behind the goal line and throws the ball back to the next player on his/her team who has stepped up to the goal line. The second player, once having caught the ball, runs as the first player did, stands in front of the first player and throws the ball to the third player of his/her team.

The race continues until all players have caught the ball and reach a goal of 50 Steve's race and Autism

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Language Arts:

The study of Language Arts teaches students how to effectively communicate and to use related knowledge and contexts to synthesize information into meaningful messages.

Idioms

Match the idioms to their correct meanings and write out the matching pairs.

<u>Idioms</u>	<u>Meanings</u>
She's burning the candle at both ends.	I want a word with you (about a problem)
He's pulling the wool over her eyes.	It's pouring with rain.
He's leading you up the garden path.	I suspect something is wrong.
It's raining cats and dogs.	He has made a fresh start.
I've got a bone to pick with you!	He's trying to fool you.
I can smell a rat.	They paid too much money for it.
They paid through the nose for it.	She's working day and night.
He has turned over a new leaf.	He's keeping a secret from her.

Now write some sentences containing these idioms.

Study idioms- <http://www.idiomsite.com>

Children with Autism many times can not understand the meaning of idioms because of reading and understanding things literally-exactly how something is said. Example the idiom 'Crying Wolf' would not be understood as someone who intentionally says a false alarm but as literally a crying wolf. This is something that can make it hard for someone with Autism to fit in because of the misunderstanding of idioms.

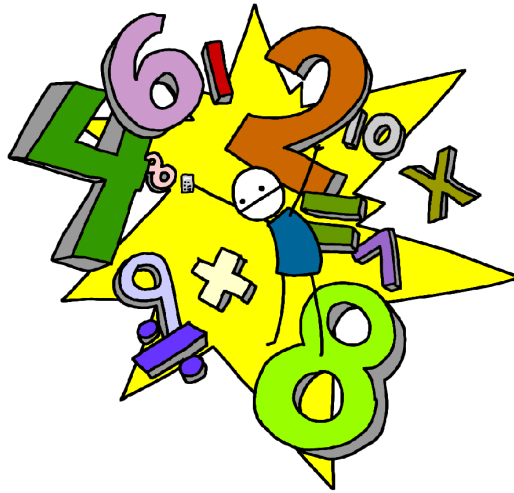
Write a Poem- Write a short poem about the run or about someone you know with Autism. Study a poem like 'Welcome to Holland' a poem about raising someone with special needs.

Body Language- Study body language and social cues noting how the individuals generally misinterpret this type of language and how they can help people in the spectrum.

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Mathematics:

All students should learn important mathematical concepts, skills, and relationships with understanding. The standards describe a connected body of mathematical knowledge students learn through the processes of problem solving, reasoning and proof, communication, connections, and representation.



Run Tally- Create a daily chart to map the mileage of Steve's run and seeing how much farther he needs to run. Each day as you tally talk about one Autism fact.

State Tally- How many miles is it to cross the different State and how long it would take by different modes of transportation and speed. Autism effects 1 in 50 using the states population how many people have Autism this can be broken down by counties and cities.

Incorporate Steve's run and Autism into actual mathematics.-

Examples:

1. Steve plans to complete his run in 45 days; he plans to run 70 miles per day, and his total distance is 3100 miles. How many days would it take him if he ran 73 miles per day?
2. 1 in 50 children in America are diagnosed with Autism/ Aspergers. How many people in your school would then have Autism? How many in your town? State?
- 3 . How long would it take a car @ 55mph, a train @ 70mph, and a jet @200mph, to cover 3100 miles?

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Science:

Science is the active study of nature, its structures and its processes. Science students use their senses and tools to observe record and analyze data about the natural world. Scientifically literate young people can understand phenomena, solve problems and produce new technologies for the world today.



Study the Terrain- When Steve runs through a state each state has different terrain He will go coast to coast with mountains and flatlands in between. Study what those areas might be like and what he would need gear wise to run through it. Study why he chooses to do this for Autism.

Our body and what happens when we run- Analyze what the body goes through when running for 60+ miles a day.

Talk about the brain- Talk about how children with Autism think differently. Or how they process sensory input.

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Talk about what they heard and how it felt.

Talk about the weather- Each day Steve can encounter different types of weather. Keep track of the weather and talk about each type he may encounter on his run.

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Social Studies:

Social Studies is the multidisciplinary study of the humanities and the social sciences to prepare young people to become responsible, engaged citizens through disciplinary knowledge, disciplinary skills, commitment to democratic values and citizen participation.



Coloring project – Color in the states Steve will be running through on our map. Write in the amount of children that may have Autism in each state.

How many states is Steve running through? Did he run through a capitol? Where is the capitol of each state. Study each State Government as Steve runs through it.

Create a puzzle-Create a puzzle of the United States explain what a puzzle piece means for Autism

Do a humanities project around Autism. -Create posters with facts about Autism. Interview individuals on the spectrum to find out more about them. Start a peer group that wants to spend time with individuals on the spectrum.

Playground running project! -Run around your school or playground each day of Steve's run! Write about what it might be like to run that much or what it would be like to have Autism.

History - Study the history of famous runners, world record breakers and famous people with Autism.