



# Back to School

## Circle: Activity – Pass the Marker

### Objective:

This activity utilizes social interaction and turn-taking skills as students work together to complete an activity that involves listening and cooperation.

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### Materials:

- Sequence strip or sequence panels (provided)
  - Washable marker
  - Piece of paper (any color)
  - Scissors
  - Music
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### Preparation:

1. Print, laminate, and cut out the sequence strip or sequence panels.
  2. Choose to prepare the traditional-sized sequence strip, or use the large sequence panels to create a larger sequence strip by arranging the images in order, taping them together, and laminating.
  3. Have the sequence strip or sequence panels on hand, and refer to them throughout the activity to guide the students.
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### Instructions:

1. Explain that students are going to play a game called "Pass the Marker," a version of the game "Hot Potato." Inform them that when the music is playing, students will pass the marker around the circle. When the music stops, the student holding the marker will write their name or draw a picture on the piece of paper that is in the middle of the circle.
2. Start the music and prompt students to pass the marker around the circle. Stop the music after the marker has been passed around the circle several times. Have the student who is holding the marker when the music stops write their name or draw a picture on the piece of paper.
3. Repeat Step 2 until each student has had a chance to end up with the marker at least once.

## Suggestions for Differentiation:

### Level 1:

- Provide the cue “do this,” and model the action.
- If needed, model requesting help, and encourage the student to imitate using their mode of communication.
- If the student has fine motor challenges, encourage them to scribble on the paper. Hold the marker and say, “Watch me; I can color.” Model coloring for a few seconds and then hand the marker to the student. Provide physical prompting if needed.

### Level 2:

- Explain the activity using one-step directions, and teach the student to reference the sequence strip when needed.
- If the student cannot independently write their name, encourage the student to write their initials, write other letters they know, or draw basic shapes or lines. If needed, provide a model for the student to copy.

### Level 3:

- Explain the activity using multi-step directions.
- Cue the student to write their first and last name on the piece of paper when it’s their turn with the marker.
- Encourage the student to expressively identify the name of the classmate who was holding the marker when the music stopped using their mode of communication.



**Pass the marker**



**Listen for the music to stop**



**If you have the marker, write your name or draw a picture**



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### Listen for the music to stop



**If you have the marker, write your name or draw a picture**

