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AUTHOR Schiltz, Constance, Ed.  
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ABSTRACT

Intended to help classroom teachers develop basic orientation and mobility skills in young visually impaired children, the curriculum guide contains five interrelated sections that deal with body image, basic sensory concepts and abilities, motor coordination, sensory modalities, and pre-cane skills. Each section contains a brief introduction and definitions of specific skills to be developed; checklists in chart form suitable for individual needs assessment and posttesting; and suggested activities, games, materials, and references. Noted are low vision and mobility aids kits and an orientation and mobility slide-tape presentation that are obtainable from the Instructional Materials Center of the Illinois Office of Education. The section on pre-cane skills features a script of the slide-tape presentation and illustrations of basic skills to be taught. Also included in the guide are a glossary, a bibliography of 56 references, and extra copies of the needs assessment charts.  
 (LH)

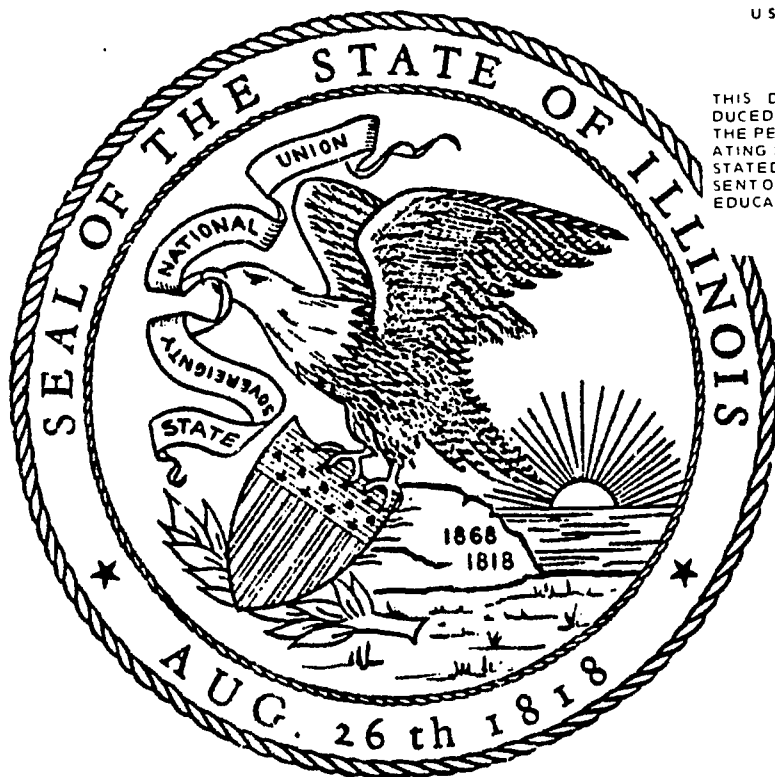
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# A curriculum guide

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## for

THE DEVELOPMENT OF BODY AND SENSORY AWARENESS  
FOR THE VISUALLY IMPAIRED.

ILLINOIS OFFICE OF EDUCATION  
JOSEPH M. CRONIN  
STATE SUPERINTENDENT OF EDUCATION

EC 073 528

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A CURRICULUM GUIDE FOR  
THE DEVELOPMENT OF BODY AND SENSORY AWARENESS  
FOR THE VISUALLY IMPAIRED

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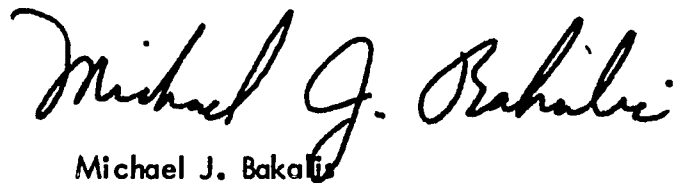
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## FOREWORD

At the annual Illinois Statewide Institute for Educators of the Visually Impaired, in February, 1973, a survey conducted revealed that advocates for the visually impaired were concerned with the lack of appropriate basic concepts, abilities, and skills exhibited by visually impaired students. These concepts are prerequisites for the development of good cane skills.

A statewide committee was selected and consisted of orientation and mobility specialists, educators of the visually impaired, visually impaired students and their parents and other special education personnel. The primary objective of the statewide committee was to determine the contents of a package designed to help the young visually impaired student and special teacher develop better pre-cane skills. This package is not to be used in lieu of an orientation and mobility specialist, but rather to help the visually impaired student become proficient in the pre-cane skill area. The components of the package are a Curriculum Guide, Slide Tape, and a Low Vision Kit.

For further information, please contact Mr. James T. Meeks, Instructional Materials Center.



Michael J. Bakalis  
Superintendent

## FOREWORD

This Orientation and Mobility Project consists of three sections: 1). Curriculum Guide for Developing Body and Sensory Awareness; 2). Slide-Tape Presentation and 3). Low Vision and Mobility Aid Kits.

The Curriculum Guide contains five sections that are interrelated. Each area is needed for the total development of body and sensory awareness of the visually impaired youngster. The skills contained in each section will enable the youngster to develop his potential of knowing himself and his environment. Learning each skill will not be an isolated activity since many are interrelated and overlapping. Many skills can be combined for a learning situation.

Charts within the sections can be utilized for pre and post testing. They are a guide which can be followed or changed as applicable to the needs of the students. A sample of each chart is provided in the back section to provide an extra working copy or to be used to xerox for additional copies.

If in the pre-test specific deficits are noted, activities are provided that relate to each concept. The teacher is encouraged to add ideas to these pages.

Commercially available materials are listed for the activities or to be utilized for additional activities. Some may need to be adapted for totally blind youngsters. Additional materials that have proved successful in teaching should be included.

References are indicated as further resources in teaching or understanding specific skills.

Body and Sensory Awareness are important goals in working with all youngsters. It is therefore hoped that this guide will service regular and all special classroom teachers.

The Slide-Tape Presentation is included in script form. This will enable teachers to profit from the pre-cane skills and techniques presented. Follow the directions carefully as to teach the skills adequately and correctly. Keep in mind that some partially sighted youngsters might also profit from learning some of these techniques. The illustrations in this section will further clarify some of the basic techniques.

The Low Vision Kit (Sensory Modality Section) and the Mobility Kit (Basic Pre-Cane Skills Section) are available on loan to teachers. They may be obtained through the Instructional Materials Center in Springfield.

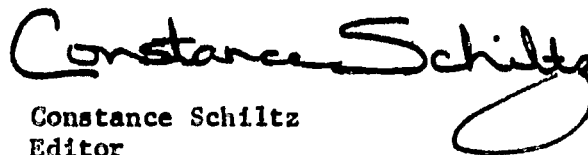
This Project is fulfilling a need requested by teachers. This Guide is to be the Teacher's Reference and Workbook Source.

Dear Teachers,

This Curriculum Guide has been prepared and compiled by many specialists and educators in the field of Special Education. It provides many activities, materials and references for aiding you in teaching Body and Sensory Awareness. This is an important area in the development of any child, especially an impaired youngster. As teachers we have the responsibility of educating the "whole" youngster. Therefore, Development of Body and Sensory Awareness should be an integral part of our curriculum. Many of these activities can be part of the regular curriculum (Science, Health, Language Arts, etc.). If your teaching situation does not allow for this integration then it is your responsibility to allow time for teaching these skills independently.

Use these materials, activities and references as a guide, a stepping-stone from which you can expand by utilizing your knowledge, experience and creativity!

This will prove to be an exciting area to work with your youngsters as it will enable them to be more independent. This should be our major goal!!

  
Constance Schiltz  
Editor

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Note: Acknowledgements for specific chapters are indicated at the beginning of each section.

Gloria Calovini  
Acting Assistant Superintendent  
Department for Exceptional Children  
Springfield, Illinois

Project Coordinator: Jim Meeks  
Educational Specialist  
Office of Superintendent of Public Instruction  
Springfield, Illinois

Editor: Constance Schiltz  
Teacher of the Visually Impaired  
Evanston School District #65  
Evanston, Illinois

Reading Committee: Janet Floyd  
Orientation & Mobility Specialist  
South Metropolitan Association  
Harvey, Illinois

Irene Taube  
Orientation & Mobility Specialist  
Sidney Sawyer Elementary School  
Chicago, Illinois

Writing Committee: Marie Axel  
SEDOL - Vision Consultant  
Lake County  
Gurnee, Illinois

Janet Floyd

Irene Taube

Ronald Texley  
Orientation & Mobility Specialist  
University of Illinois  
Champaign, Illinois



GENERAL ACKNOWLEDGEMENTS

Consultant: Amie Dennison  
IMRC Librarian  
American Printing House for the Blind  
Louisville, Kentucky

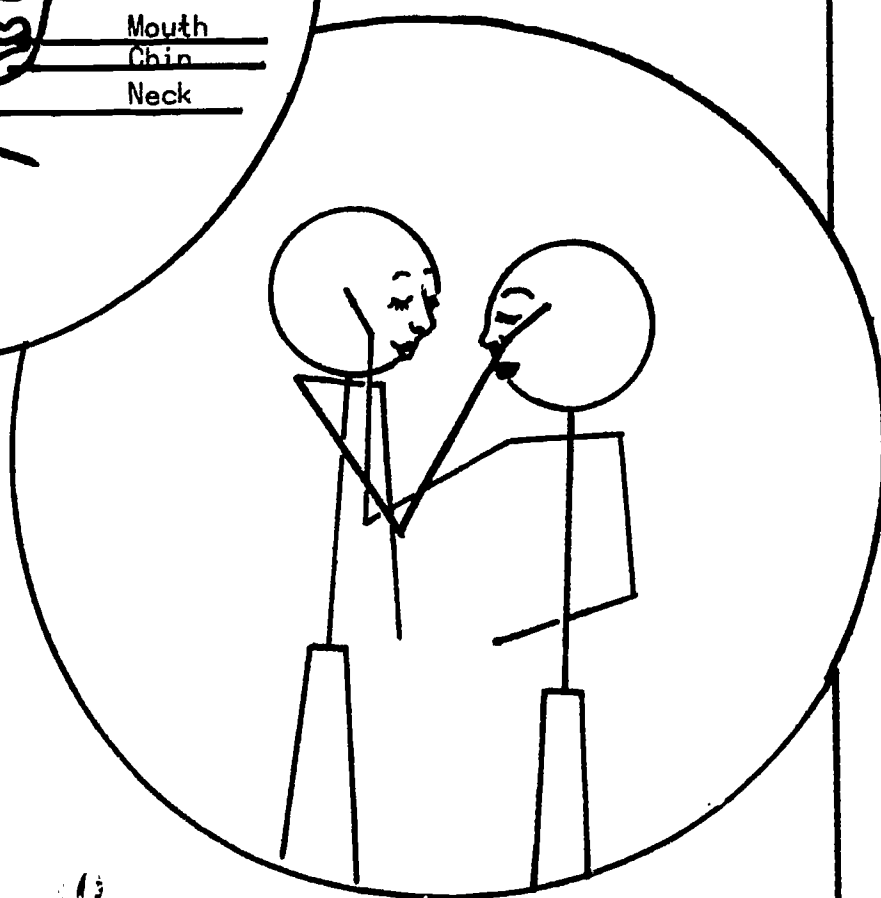
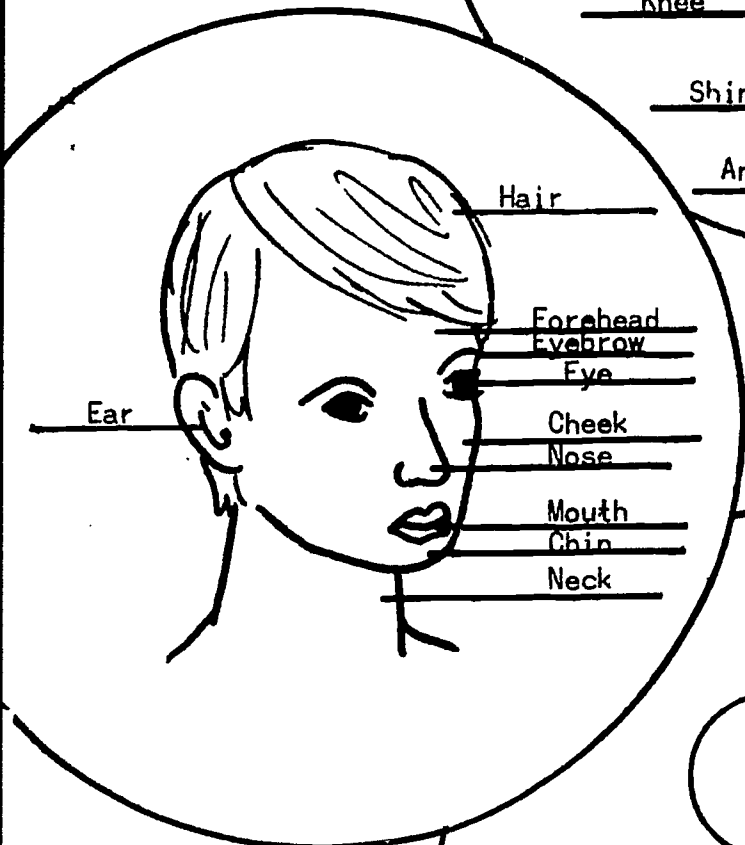
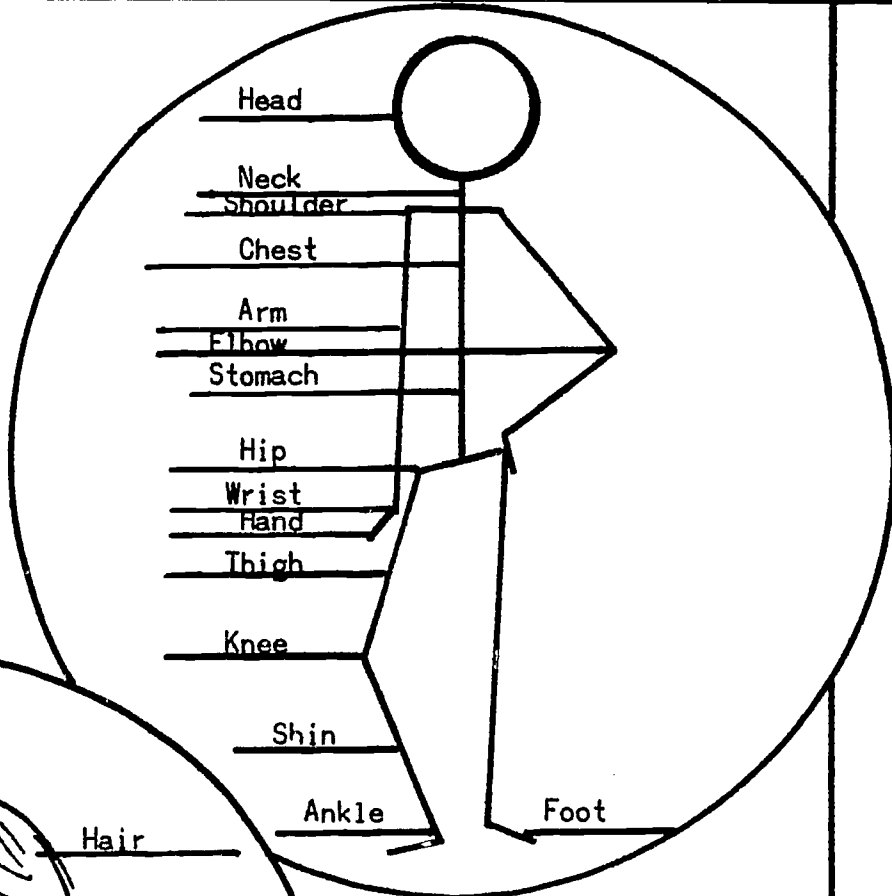
Clerk-Typists: Janet M. Jackson  
Nell Weiss

Graphic Artist: Nancy H. Harris

Printing: Frances Spicer

Jackie Crain  
Assistant Director  
Inservice & Information  
Springfield, Illinois

# BODY IMAGE



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ACKNOWLEDGEMENTS

Committee Chairwoman: Irene Taube  
Section Developer Orientation & Mobility Specialist  
Sidney Sawyer Elementary School  
Chicago, Illinois

Committee Members: Nancy Johnson  
Educator  
Illinois Visually Handicapped Institute  
Chicago, Illinois

James King  
Student  
Zion Benton High School  
Zion, Illinois

Roberta Kocim  
Teacher of the Visually Impaired  
Goodwin School  
Cicero, Illinois

Lynn Zimmerman  
Physical Therapist  
Springfield, Illinois

## BODY IMAGE

### INTRODUCTION

Body image is the recognition of the parts of the body and how they operate. It involves the ability to move efficiently through space and is based on the youngster's recognition of "who he is, where he is, and what he is." This knowledge is the result of previous mental, physical, and psychological experiences built upon what is heard, touched, seen, and smelled. Because of his sensory loss, the visually impaired student often has difficulty integrating these stimuli and developing total concepts about his body and those of others. The following check lists, activities and materials will be useful in planning a sequential program. Space has been provided for the teacher to incorporate additional items on the check list, activities, materials and references. If the student is unable to respond appropriately to the questions asked, the teacher should develop an individualized training program. Some games and materials are listed in this section as examples of appropriate activities for the development of body image. In planning a total program the teacher can utilize these and other sources.

A. NAME AND IDENTIFY BODY PARTS

| BODY PART  | COMMENT | BODY PART           | COMMENT |
|------------|---------|---------------------|---------|
| hair       |         | elbow               |         |
| head       |         | forearm             |         |
| face       |         | wrist               |         |
| forehead   |         | hand                |         |
| temples    |         | palm                |         |
| eyes       |         | back of hand        |         |
| eyebrows   |         | knuckles            |         |
| eyelids    |         | fingers             |         |
| nose       |         | index-first-pointer |         |
| nostrils   |         | middle - big        |         |
| cheeks     |         | ring                |         |
| cheekbones |         | little-pinkie       |         |
| ears       |         | thumb               |         |
| earlobes   |         | fangernail          |         |
| mouth      |         | cuticle             |         |
| lips       |         | chest               |         |
| teeth      |         | breast              |         |
| tongue     |         | stomach             |         |
| jaw        |         | back                |         |
| chin       |         | spine               |         |
| neck       |         | sides               |         |
| throat     |         | waist               |         |
| shoulders  |         | hips                |         |
| arm        |         | lap                 |         |
| upper arm  |         | rear-bottom-seat    |         |

| BODY PART              | COMMENT |
|------------------------|---------|
| leg                    |         |
| thigh - upper leg      |         |
| knee                   |         |
| shin - lower leg front |         |
| calf - lower leg back  |         |
| ankle                  |         |
| ankle bone             |         |
| foot                   |         |
| heel                   |         |
| arch                   |         |
| ball of foot           |         |
| toes                   |         |
| skin                   |         |
| bones                  |         |
| muscles                |         |
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## ACTIVITIES

### Clay Heads

Form models of heads with clay or Play-Doh.

### Self-Drawing

Spread drawing paper on the floor. With the student lying on the drawing paper draw an outline of his body. The student or teacher should name the body parts as they are being drawn. If the student is partially sighted, fill in the body parts.

### Growth Chart

Weigh and measure height of student each month. Make a chart.

### Large Body Puzzle

After examining puzzle of a person (body parts removable) have the student reassemble the puzzle pointing to his corresponding body parts as pieces are placed down. (Large Body Puzzle - D.L.M.)

### Body Rhymes

Have the student find words that rhyme with body parts. He should point to the body part while saying both the body part word and the rhyming word. (i.e., chin-thin)

### Pointing Game

Have the student point to parts of his body while pronouncing the body part word phonetically (i.e., ch-ee-k, foo-t). (Ref.: A Manual for Listening Activities for the Young Child)

### Touch Body Parts

Have the leader say, "Head, shoulders, knees, and toes" in any sequence. The group must touch the named parts in order given by the leader. Any new body parts may be added. (Ref.: Games and Activities for Early Childhood Education)

### Simon Says

A leader is chosen to direct the group in a series of moves and activities (i.e. Simon says "touch your toes") The group must follow only if the direction is preceded by the words "Simon Says." Any student who makes a mistake is excluded.



## MATERIALS

- Be Ba Bo. Ideal School Supply Company; Oak Lawn, Illinois
- Body Concept Template. Developmental Learning Materials; Niles, Illinois
- Developing Body-Space Perception Motor Skills (Record Album).  
Classroom Materials Company; Great Neck, New York
- Finger Games (Matsushita). Educational Activities, Inc.; Freeport, New York
- Hand Puppets. American Guidance Service, Inc.; Circle Pines, Minnesota
- Large Body Puzzle. Developmental Learning Materials; Niles, Illinois
- Listening and Moving - The Development of Body Awareness and Position in Space  
(Record Album). Educational Activities, Inc.; Freeport, New York
- Listening and Moving - Relaxation Training (Carr, Cratty). Educational  
Activities, Inc.; Freeport, New York
- Rhythms and Songs for Exceptional Children. (Record Album) Classroom  
Materials Company; Great Neck, New York
- Sensaplay Family Hand Puppets. Dick Blick; Galesburg, Illinois
- Watch Us Grow Up. Instructo. Constructive Playthings; Kansas City, Missouri

## REFERENCES

- Bradley, William; Konicki, Geraldine and Leedy, Catherine. Daily Sensorimotor Training Activities - A Handbook for Teachers and Parents of Preschool Children, New York; Educational Activities, Inc.; 1968.
- Chernin, Florence. A Manual of Listening Activities for the Young Child.  
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- Hapeman, Larry. A Syllabus Guide for the Instruction of Orientation and Mobility at the Missouri School for the Blind. Missouri: Missouri School for the Blind, 1969.
- Lydon, William and McGraw, Loretta. Concept Development - A Guide for the Elementary School Teacher. Connecticut: Connecticut Institute for the Blind, 1970
- Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child. Illinois: Instructional Materials Center, 1972
- Wagner, Gilloley, Roth and Cesinger. Games and Activities for Early Childhood Education. Connecticut: Teachers Publishing Corporation

B. IDENTIFY FUNCTION OF BODY PARTS

| BODY PART             | FUNCTION  | COMMENT |
|-----------------------|---|---------|
| hair                  | to protect the head from heat and cold  |         |
| eyes                  | to see with   |         |
| eyebrows<br>eyelashes | to protect eye from dust and foreign particles  |         |
| eyelids               | to protect eye from injury, to regulate light entering eye, to cleanse eye through blinking |         |
| nose                  | to breathe and smell with   |         |
| ears                  | to hear with  |         |
| mouth                 | to eat, drink, and talk with  |         |
| teeth                 | to bite and chew with   |         |
| tongue                | to help in eating and talking   |         |
| neck                  | to support head   |         |
| arm                   | to help in lifting and carrying, pushing and pulling, to help maintain body balance         |         |
| hand                  | to help grasp and hold objects  |         |
| spine                 | to help support in standing and sitting   |         |
| leg                   | to help support the body and aid in walking, running, etc.                                  |         |
| foot                  | to help support the body and aid in walking, running, etc.                                  |         |
|                       |   |         |
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## ACTIVITIES

### Blank Game

Fill in the blank oral game.

Example: I see with my \_\_\_\_\_.  
I smell with my \_\_\_\_\_.  
I run with my \_\_\_\_\_.

### Can you Guess?

Discuss body parts and their relationship to the five senses. Make a list of activities and/or occurrences and tell them to the student. Have him tell you the body part and sense he would use for each activity and/or occurrence. (i.e., a bird chirping in the tree - "ears" - "hearing")

### Body Path

Make a game board with a path made of squares, labeling each square with the name of a body part. Using markers and a die, have the student move down the path of squares. After landing on a square, the youngster must identify the function of the particular body part. The first to reach the end of the path wins. (adaptations may vary).

### Listing

Make a chart of body parts for each student. For a day (or a specific time) the teacher (or youngster) would check the body parts used during daily activities. The times each body part was used would be counted. Which part was used most often?

### MATERIALS

Bendable Family, Dick Blick; Galesburg, Illinois

Five Senses. Instructo. Beckley-Cardy; Chicago, Illinois

My Face and Body. Instructo. Beckley-Cardy; Chicago, Illinois

### REFERENCES

Bradley, William; Konicki, Geraldine and Leedy, Catherine. Daily Sensorimotor Training Activities - A Handbook for Teachers and Parents of Preschool Children. New York: Educational Activities, Inc., 1968.

Wilson, Mitchell. The Human Body - What It Is and How It Works. New York: Golden Press, 1966.

C. IDENTIFY CLOTHING AND ACCESSORIES FOR BODY PARTS

| BODY PART      | FEMALE          | MALE    | BOTH                      | COMMENT |
|----------------|-----------------|---------|---------------------------|---------|
| head           | scarf           | cap     | hat                       |         |
| nose           |                 |         | glasses                   |         |
| ears           | earrings        |         |                           |         |
| neck           | necklace        | necktie | scarf                     |         |
| wrist          | bracelet        |         | wrist watch               |         |
| hand           |                 |         | gloves<br>mittens         |         |
| finger         |                 |         | ring                      |         |
| chest and back | blouse<br>dress | shirt   | jacket<br>coat<br>sweater |         |
| waist          |                 |         | belt                      |         |
| leg            | panty<br>hose   |         | pants<br>slacks<br>shorts |         |
| foot           |                 |         | shoes<br>socks            |         |
|                |                 |         |                           |         |
|                |                 |         |                           |         |
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|                |                 |         |                           |         |

## ACTIVITIES

### Dress-Up

Have youngsters dress doll and identify clothing and/or accessories.

### Up-Date

Talk about current dress and accessory styles or take a trip to the clothing section of a store. Partially sighted students might benefit from large pictures and/or Fashion Shows. Have the students describe the style and color of clothing.

### Quick Change

Have several bags filled with various types of adult and/or play clothes. When teacher says "go" each student works as quickly as possible in putting on the clothing found in the bag. First one through wins. (can also be adapted to a relay game)

### What is It?

Present various types of clothing to the students. Have them identify the article and its purpose.

## MATERIALS

Developing Everyday Skills. (Record Album) Constructive Playthings;  
Kansas City, Missouri

Fashion Magazines and Cataloges

People We Know. Instructo. Beckley-Cardy; Chicago, Illinois

We Dress for the Weather. Instructo. Beckley-Cardy; Chicago, Illinois

When I Grow Up I Want To Be. Instructo. Beckley-Cardy; Chicago, Illinois

## REFERENCES

D. IDENTIFY ANOTHER PERSON'S, A MODEL'S OR AN ANIMAL'S BODY PARTS

| IDENTIFY PARTS OF ANOTHER PERSON  | COMMENT |
|-----------------------------------|---------|
| Touch your partner's head         |         |
| Touch your partner's shoulders    |         |
| Touch your partner's elbows       |         |
| Touch your partner's knees        |         |
| Touch your partner's back         |         |
| Touch your partner's shins        |         |
| Touch your partner's feet         |         |
| Touch your partner's nose         |         |
| Touch your partner's ears         |         |
| Touch your partner's wrists       |         |
| Touch your partner's chin         |         |
| Touch your partner's neck         |         |
| Touch your partner's index finger |         |
| Touch your partner's forehead     |         |
| Touch your partner's arm          |         |
| Touch your partner's hair         |         |
| Touch your partner's hips         |         |
| Touch your partner's calf         |         |
| Touch your partner's ankles       |         |
| Touch your partner's hand         |         |
|                                   |         |
|                                   |         |
|                                   |         |
|                                   |         |
|                                   |         |



| IDENTIFY PARTS OF A MODEL OR DOLL | COMMENT |
|-----------------------------------|---------|
| Touch the doll's head             |         |
| Touch the doll's legs             |         |
| Touch the doll's hands            |         |
| Touch the doll's fingers          |         |
| Touch the doll's elbows           |         |
| Touch the doll's back             |         |
| Touch the doll's feet             |         |
| Touch the doll's hair             |         |
| Touch the doll's mouth            |         |
| Touch the doll's nose             |         |
| Touch the doll's shoulders        |         |
| Touch the doll's stomach          |         |
| Touch the doll's knees            |         |
| Touch the doll's heel             |         |
| Touch the doll's toes             |         |
| Touch the doll's ankle            |         |
| Touch the doll's bottom (rear)    |         |
| Touch the doll's chest            |         |
| Touch the doll's neck             |         |
| Touch the doll's thumb            |         |
|                                   |         |
|                                   |         |
|                                   |         |
|                                   |         |

| IDENTIFY PARTS OF AN ANIMAL   | COMMENT |
|-------------------------------|---------|
| Touch the cat's ears          |         |
| Touch the cat's stomach       |         |
| Touch the cat's paws          |         |
| Touch the cat's head          |         |
| Touch the cat's tail          |         |
| Touch the cat's leg           |         |
| Touch the cat's whiskers      |         |
| Touch the cat's rear (bottom) |         |
| Touch the cat's chest         |         |
| Touch the cat's back          |         |
| Touch the dog's hair          |         |
| Touch the dog's back          |         |
| Touch the dog's forehead      |         |
| Touch the dog's ears          |         |
| Touch the dog's tail          |         |
|                               |         |
|                               |         |
|                               |         |
|                               |         |

## ACTIVITIES

### Touch Now

Youngsters stand in a circle with a partner. Teacher or leader tells the students a body part they must touch on each other. Using a bell, record or song have the partners touch each other at the correct body when the sound stops and the leader says, "Touch Now!" Pair that lasts the longest wins.

### I Can

A student stands in front of the class and states something he can do without mentioning a specific body part (i.e., I can eat). Students who know which body part he would use raise their hands, and either state the body part or go up to the leader and touch the parts he would use for the specific activity. Leaders change so as to include all class members.

### If I Were

Youngsters pair off for this activity. The teacher will mention a certain occupation and say, "If I were a carpenter, what body parts would I use?" Students touch their partner's correct body part to answer the question.

### What Is It

A student describes any animal without giving its name. He then asks "What is it?" The student who identifies it correctly is the next one to describe his animal.

## MATERIALS

Animal Puzzles. Developmental Learning Materials; Niles, Illinois

Animal Puzzles. Milton Bradley. Beckley-Cardy; Chicago, Illinois

Animals and Their Young Poster Cards. Milton Bradley. Beckley-Cardy;  
Chicago, Illinois

Human Body Parts Flannel Aid. Milton Bradley. Beckley-Cardy;  
Chicago, Illinois

Little Dapper Dan and Little Dressy Bessy. Playskool. Beckley-Cardy;  
Chicago, Illinois

People Puzzles. Developmental Learning Materials; Niles, Illinois

## REFERENCES

E. MOVEMENT OF BODY PARTS

| BODY PART | MOVEMENT  | COMMENT |
|-----------|---|---------|
| head      | nod<br>shake<br>bow<br>circle<br>rotate<br>drop<br>tilt           |         |
| eyes      | open<br>close<br>blink<br>squint<br>wink                          |         |
| nose      | wiggle<br>wrinkle   |         |
| mouth     | smile<br>frown<br>pout<br>kiss<br>smack<br>grin<br>puff up cheeks |         |
| tongue    | "stick out"<br>make a sound with<br>"tongue in cheek"             |         |
| chin      | "chin on your chest"<br>"keep your chin up"                       |         |

| BODY PART             | MOVEMENT  | COMMENT |
|-----------------------|---|---------|
| shoulders             | shrug<br>hunch<br>"shoulder high"<br>"I don't know"   |         |
| arm and related parts | bend<br>straighten/extend<br>lower/and raise<br>swing<br>rotate/circle<br>together and apart<br>hang from<br>hail a bus<br>wave traffic on          |         |
| hand and wrist        | bend<br>rotate/circle<br>together and apart<br>clap<br>count<br>point<br>wait and stop<br>wave (hello/goodbye)<br>"shake your finger"<br>hand shake |         |
| fingers               | thumbs up<br>thumbs down<br>idea<br>point<br>number indication  |         |
| chest                 | "chest out"<br>"Look proud"   |         |

| BODY PART             | MOVEMENT   | COMMENT |
|-----------------------|--|---------|
| waist                 | bend<br>rotate<br>"waist high"   |         |
| hips and rear         | twist<br>shake<br>rotate/circle  |         |
| leg and related parts | bend<br>straighten/extend<br>lower and raise<br>swing<br>rotate/circle<br>together and apart<br>hang from<br>"knee high" |         |
| foot and ankle        | bend<br>straighten/extend<br>rotate/circle<br>together and apart<br>point  |         |
| toes                  | wiggle<br>"point to your toe"  |         |
|                       |  |         |

## ACTIVITIES

### Raymond the Robot

Students pretend to be robots. They listen for a particular sound and body part chosen by the teacher or leader. (i.e., When you hear the bell, wave your hand.) The teacher may also request the student to perform several body movements in a given order. (Ref: Manual of Listening Activities for the Young Child.)

### You Must!

Teacher gives a body movement for students to perform. If command is preceded by "You must" the student performs the movement. If not, the movement should not be done. (Ref.: Manual of Listening Activities for the Young Child)

### Simon Says

The same procedure as above only the words are changed to "Simon Says."

### Occupational Hazard

Teacher gives a question such as, "If I were a policeman how would I move my body to help me in my job?" Students provide body movements and oral responses.

### Body Language

Students are asked questions that they answer with a body movement or gesture (i.e., "Are you six years old?" - Student nods head.)



## MATERIALS

Action Symbols. Developmental Learning Materials; Niles, Illinois

Basic Concepts Through Dance - Body Image. (Record Album) Educational Activities, Inc.; Freeport, New York

Body Awareness and Gross Motor Abilities. (Color Sound Filmstrip) Teaching Resources; Boston, Massachusetts

Developing Body-Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York

Listening and Moving, The Development of Body Awareness and Position in Space. (Record Album) Educational Activities, Inc.; Freeport, New York

Listening and Moving, Relaxation Training. Educational Activities Inc.; Freeport, New York

## REFERENCES

Chernin, Florence. A Manual of Listening Activities for the Young Child. Minnesota: Paul S. Amidon and Associates, Inc.,

Ellis, Mary and Lyons, Frances. Finger Playtime. Minnesota: T.S. Denison & Co, Inc., 1960.

Grayson, Marion. Let's Do Fingerplays. Washington: Robert B. Luce, Inc., 1962.

F. MOVEMENT OF ONE'S OWN BODY PARTS TO TOUCH OTHER BODY PARTS

| BODY PART TO BODY PART                     | COMMENT |
|--|---------|
| Touch your hand to your head               |         |
| Touch your ear to your shoulder            |         |
| Touch your chin to your chest              |         |
| Touch your elbows to your knees            |         |
| Touch your wrists to your ankles           |         |
| Touch your fingers to your toes            |         |
| Touch your hands (palms) to your thighs    |         |
| Put your ear to your wrist                 |         |
| Touch your toe to your heel                |         |
| Touch your toes to your toes               |         |
| Touch your heels to your heels             |         |
| Put your chest to your lap                 |         |
| Touch your arms to your legs               |         |
| Touch your toe to your thigh               |         |
| Touch your chin to your shoulder           |         |
| Touch your hand (back of) to your forehead |         |
| Touch your shin to your calf               |         |
| Touch your knuckles to your back           |         |
| Put your foot on your knee                 |         |
| Touch your nose with your thumb            |         |
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## ACTIVITIES

### Fishing

Make a small fish pond and construct paper fish with a paper clip at the tip. Students will use a fishing pole equipped with a magnet and catch a fish. As he catches a fish, the youngster must perform the required movement written on it (i.e., "Touch your toe with your thumb") in order to keep his fish out of the water. Fisherman with the biggest catch wins.

### Touch Book

Make a pack of cards containing at least 18 sets, three cards in each set. On the cards of each set are written two body parts which can touch each other (i.e., hand, hip). Each player receives five cards and the remainder are placed face down on the table. The game is played like "Fish". When a student comes up with a "book" (three matching cards) he performs the given movement. The student with the most books wins.

### Busy Bee

Students form a line. Taking each youngster individually, the teacher gives him several body movement commands. He continues until teacher or leader says "Busy Bee." He sits down and next in line takes over. (Teams can be formed to perform against each other).

### Statues Game

The students walk around the room while a particular instrument or record is being played. When the music stops the youngsters "freeze" in a position with one body part touching another. Before they can move again, they must tell the leader which body parts are touching.

### MATERIALS

Position in Space Posters. Developmental Learning Materials; Niles, Illinois

Rhythm Instruments and Records. Beckley-Cardy; Chicago, Illinois

Stand-Up Mirror. Beckley-Cardy; Chicago, Illinois

### REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York:  
The Macmillan Company, 1971.

G. MOVEMENT OF ONE'S OWN BODY PARTS TO TOUCH ANOTHER PERSON'S BODY PARTS

| STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART | COMMENT |
|--|---------|
| Touch your hands to your partner's shoulder        |         |
| Place your back against your partner's back        |         |
| Touch your knees to your partner's knees           |         |
| Place your arm against your partner's arm          |         |
| Touch your toes to your partner's toes             |         |
| Put your rear against your partner's rear          |         |
| Touch your leg to your partner's leg               |         |
| Touch your heels to your partner's heels           |         |
| Touch your elbows to your partner's knees          |         |
| Place your head against your partner's stomach     |         |
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## ACTIVITIES

### Fish Your Partner

Make a small fish pond and construct paper fish with a paper clip at the tip. Student will use a fishing pole equipped with a magnet and catch a fish. As he catches a fish, the youngster must perform the required movement on his partner (i.e., touch your toes to your partner's ankle) in order to keep his fish out of the water. Fisherman with the biggest catch wins.

### Find the Part

Teacher gives a direction to a blind-folded student (i.e., touch your partner's back with your elbow). The student performs the direction.

### Mix-Up

Student is given a direction to follow (i.e., touch your partner's leg with your toes) but he must perform the opposite to score a point (i.e., will touch his partner's toe with his leg.).

## MATERIALS

Dressy Bessy. Playskool. Beckley-Cardy; Chicago, Illinois

Large Body Puzzle. Developmental Learning Materials; Niles, Illinois

My Face and Body. Instructo. Beckley-Cardy; Chicago, Illinois

## REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York:  
The Macmillan Company, 1971.

H. MOVEMENT OF BODY AND SPECIFIC BODY PARTS TO OBJECTS

| BODY PART TO OBJECTS  | COMMENT |
|---|---------|
| Lay your head on the table                                    |         |
| Put your back against the door                                |         |
| Put your arm against the locker                               |         |
| Put your shoulder against the chair                           |         |
| Put your elbows on the table                                  |         |
| Put your nose against the window                              |         |
| Put your feet up on the desk                                  |         |
| Put your eye against the keyhole                              |         |
| Put your <input type="checkbox"/> or next to your wrist watch |         |
| Put your heels against the wall                               |         |
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## ACTIVITIES

### Picture This

Have pictures available of objects in your classroom (i.e., desk, tablets, basket, etc.) Make a spinner for each student with several body parts written on it. The teacher shows a picture of an object and the student spins his spinner. The student moves to the specific object in the room and touches it with the body part indicated by his spinner.

### Postman

Teacher makes "letters" (in envelopes) for each student with a particular object and command. If the "command" is performed the letter had been "delivered." The youngster who has delivered the most letters wins.

### Mother, May I?

Teacher or leader gives a command to which the student replies, "Mother May I?" If the leader says "yes" the student performs. If the youngster forgets to say, "Mother, May I?" he must sit down and is considered "out".

### Find and Touch

The student is given a specific direction to touch a body part to an object. He must locate the object in the room and touch it as directed.

## MATERIALS

Grid Mat. Developmental Learning Materials; Niles, Illinois

Kinesthetic Alphabet Cards. Instructo. Beckley-Cardy; Chicago, Illinois

Stepping Stones - Geometric Shapes. Instructo. Beckley-Cardy; Chicago, Illinois

Stepping Stones - Number Patterns. Instructo. Beckley-Cardy; Chicago, Illinois

## REFERENCES

Bradley, William; Konicki, Geraldine and Leedy, Catherine. Daily Sensorimotor Training Activities - A Handbook for Teachers and Parents of Preschool Children. New York: Educational Activities, Inc., 1968.

**I. MOVEMENT OF OBJECTS TO SPECIFIC BODY PARTS**

| OBJECT TO BODY PART                    | COMMENT |
|--|---------|
| Put the cup to your mouth              |         |
| Put the hat on your head               |         |
| Put the telephone receiver to your ear |         |
| Put the pencil in your hand            |         |
| Put the scarf around your neck         |         |
| Put the box on your lap.               |         |
| Hold the carton next to your chest     |         |
| Hold the baby doll in your arms        |         |
| Put the ring on your finger            |         |
| Pull the table closer to your body     |         |
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## ACTIVITIES

### Where Do I Belong?

Have objects that one would wear on specific body parts: hat, ring, gloves, etc. Make a deck of cards with each naming a specific body part. The youngster chooses a card and selects the proper object to put on the chosen body part (i.e., the card says "finger," the student chooses a ring).

### Find and Put

The student is given directions of locating specific objects in the room and putting or holding them to specific body parts.

### Body Part Identification

The student is given a series of objects. He takes the object and puts it to a body part, naming the object and body part (i.e., "I'm putting the stapler to my knee"). With each object he should use a different body part.

## MATERIALS

Cloth Clutch Ball. Dick Blick; Galesburg, Illinois

My Face and Body. Instructo. Beckley-Cardy; Chicago, Illinois

Senseplay Family Hand Puppets. Dick Blick; Galesburg, Illinois

## REFERENCES

**J. NAME AND IDENTIFY FRONT OF THE BODY**

Have the student lean the front part of his body against the wall. The teacher identifies specific body parts (by touching them) as the student feels them against the wall. The student might also identify the body parts as the teacher or student touches them.

| FRONT BODY PARTS       | COMMENT |
|------------------------|---------|
| face                   |         |
| forehead               |         |
| eyes                   |         |
| eyebrows               |         |
| nose                   |         |
| cheeks                 |         |
| mouth                  |         |
| lips                   |         |
| chin                   |         |
| neck                   |         |
| throat                 |         |
| chest                  |         |
| breast                 |         |
| stomach                |         |
| waist                  |         |
| thigh - upper leg      |         |
| knee                   |         |
| shin - lower leg front |         |
| ankle                  |         |
| toes                   |         |
|                        |         |
|                        |         |
|                        |         |

**NAME AND IDENTIFY BACK OF THE BODY**

Have the student lean the back part of his body against the wall. The teacher identifies specific body parts by touching them as the student feels them against the wall. The student might also identify the body parts as the teacher or student touches them.

| BACK BODY PARTS       | COMMENT |
|-----------------------|---------|
| hair                  |         |
| head (back of)        |         |
| neck                  |         |
| back                  |         |
| spine                 |         |
| waist                 |         |
| rear - bottom - seat  |         |
| leg                   |         |
| thigh - upper leg     |         |
| calf - lower leg back |         |
| ankle                 |         |
| heel                  |         |
|                       |         |
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## ACTIVITIES

### Touch Exercise

Directions: Touch only the front of these body parts: head, neck, waist, leg, thigh-upper leg, etc.

Touch only the back of these body parts: head, neck, waist, leg, thigh-upper leg, etc.

### Front/Back Identity

Make a pack of cards listing front or back body parts. Divide the class into teams each having a place on the chalk board for front and back. The cards are dealt to the teams. The teacher calls out "front" or "back" and the team finds the appropriate card. Team member places the card under the correct chalkboard label.

### Words

A small board is made for each student similar to a Bingo card (25 squares). Place the words front and back in the squares randomly. As the teacher calls out the body part, the student puts a marker on the correct square (i.e., eyes - front square; heels - back square, etc.) The first to make a row wins.

### Parts Timed

A student is timed to see how many front (or back) body parts he can identify and touch. The student who names the most parts in the least amount of time is the winner.



### MATERIALS

Body Concept Spirit Masters. Developmental Learning Materials; Niles, Illinois

Body - Image Laterality (Duplicating Masters) Ideal School Supply Company;  
Oak Lawn, Illinois

Developing Body-Space Perception Motor Skills. (Record Album) Classroom Materials  
Company; Great Neck, New York

Listening and Moving, Body Awareness and Position in Space. (Record Album)  
Educational Activities, Inc.; Freeport, New York

### REFERENCES

**K. IDENTIFY OBJECTS AND SOUNDS IN FRONT AND IN BACK OF THE BODY**

Guide the student in front of a series of objects and sounds to be identified.

| OBJECT | QUESTION   | RESPONSE | COMMENT |
|--------|--|----------|---------|
| chair  | "What is in front of you?"                           | "chair"  |         |
| table  | "What is in front of you?"                           | "table"  |         |
| easel  | "What is in front of you?"                           | "easel"  |         |
| piano  | "What is in front of you?"<br>(strike note on piano) | "piano"  |         |
| door   | "What is in front of you?"<br>(open and close door)  | "door"   |         |
|        |  |          |         |
|        |  |          |         |
|        |  |          |         |
|        |  |          |         |

Place a series of objects and/or sounds in front of the student and ask him to identify where they are.

| OBJECT | QUESTION                                  | RESPONSE         | COMMENT |
|--------|---|------------------|---------|
| book   | "Where is the book?"                      | "in front of me" |         |
| duck   | "Where is the duck?"<br>(squeak the duck) | "in front of me" |         |
|        |   |                  |         |
|        |   |                  |         |
|        |   |                  |         |
|        |   |                  |         |

Guide the student in back of a series of objects and sounds to be identified.

| OBJECT | QUESTION  | RESPONSE | COMMENT |
|--------|---|----------|---------|
| desk   | "What is in back of you?"                                 | "desk"   |         |
| locker | "What is in back of you?"                                 | "locker" |         |
| window | "What is in back of you?"<br>(note sun or breeze on back) | "window" |         |
| sink   | "What is in back of you?"<br>(run water in sink)          | "sink"   |         |
|        |   |          |         |
|        |   |          |         |
|        |   |          |         |
|        |   |          |         |
|        |   |          |         |
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Place a series of objects and sounds in back of the student and ask him to identify where they are.

| OBJECT        | QUESTION                      | RESPONSE        | COMMENT |
|---------------|-------------------------------|-----------------|---------|
| shelf         | "Where is the book shelf?"    | "in back of me" |         |
| record player | "Where is the record player?" | "in back of me" |         |
|               |                               |                 |         |
|               |                               |                 |         |
|               |                               |                 |         |
|               |                               |                 |         |

## ACTIVITIES

### Front/Back Sound

Class is divided into teams. The teacher or leader will produce a sound either in front or in back of the student. If identified correctly, a point is scored.

### Object Box

List objects found in the classroom on separate pieces of paper. A set of papers plus two boxes (one labelled "front" and the other "back") will be given to the student. Have the youngster sit in a specific place and from where he is sitting, place the object paper in the appropriately marked box depending on where the given object is located.

### Where Is It?

Place an object in front or in back of the student. He will need to locate the object, tell where he found it and identify it.

## MATERIALS

Advanced Shapes Set. Beckley-Cardy; Chicago, Illinois

Listening and Moving. The Development of Body Awareness and Position in Space.  
(Record Album) Educational Activites, Inc.; Freeport, New York.

Rhythm Instruments. Beckley-Cardy; Chicago, Illinois

Sound Records. Folkways Scholastic Records; Englewood Cliffs, New Jersey

## REFERENCES

L. PLACE OBJECTS IN FRONT OF THE BODY

Ask the student to place specific objects in front of his body. (Student can be standing, sitting in a chair or lying on a mat to do these exercises).

| OBJECT | COMMENT |
|--------|---------|
| book   |         |
| bell   |         |
| record |         |
| ball   |         |
| cap    |         |
| doll   |         |
| glove  |         |
| eraser |         |
| cup    |         |
| rope   |         |
|        |         |
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### Place Objects in Back of the Body

Ask student to place specific objects in back of his body. (Student can be standing, sitting in a chair or lying on a mat to do these exercises).

| OBJECT       | COMMENT |
|--------------|---------|
| paper        |         |
| crayons      |         |
| scarf        |         |
| handkerchief |         |
| shoe         |         |
| scissors     |         |
| tape         |         |
| block        |         |
| magnet       |         |
| spoon        |         |
|              |         |
|              |         |
|              |         |
|              |         |
|              |         |
|              |         |
|              |         |
|              |         |
|              |         |
|              |         |
|              |         |

### Place Objects in Front and in Back of the Body

Ask student to place specific objects in front and in back of his body.  
(Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

| OBJECT     | COMMENT |
|------------|---------|
| pen        |         |
| fork       |         |
| hat        |         |
| paper clip |         |
| glue       |         |
| chalk      |         |
| shoe       |         |
| truck      |         |
| triangle   |         |
| soap       |         |
|            |         |
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## ACTIVITIES

### Quick Hand

Various objects will be placed to the side of the student. The teacher will give a direction as to choose a specific object and tell the student to place it in front or back of himself. The first to complete the direction or set of directions is the winner.

### Seek and Place

The student locates a series of articles within the room and places specific ones in front of himself and others in back of himself after they are collected.

### Front Back Classmates

The student locates a series of articles within the room and places specific ones in front and in back of specific classmates as directed by the teacher.

### MATERIALS

Listening and Moving, The Development of Body Awareness and Position in Space.  
(Record Album) Educational Activities, Inc; Freeport, New York

Multi-Sensory Cubes and Spheres. Ideal School Supply Company; Oak Lawn, Illinois

Tea Set. Creative Playthings. Beckley-Cardy; Chicago, Illinois

### REFERENCES

M. MOVEMENT OF ONE'S BODY

Ask the student, and instruct if necessary, to perform the following body movements forward, then backward and finally mixed, forward and backward.

| MOVEMENTS | FORWARD<br>(TOWARD) | BACKWARD<br>(AWAY) | FORWARD<br>BACKWARD | COMMENT |
|-----------|---------------------|--------------------|---------------------|---------|
| walk      |                     |                    |                     |         |
| run       |                     |                    |                     |         |
| march     |                     |                    |                     |         |
| jump      |                     |                    |                     |         |
| hop       |                     |                    |                     |         |
| leap      |                     |                    |                     |         |
| scot      |                     |                    |                     |         |
| crawl     |                     |                    |                     |         |
| slide     |                     |                    |                     |         |
| skip      |                     |                    |                     |         |
| prance    |                     |                    |                     |         |
| gallop    |                     |                    |                     |         |
| roll      |                     |                    |                     |         |
| bend      |                     |                    |                     |         |
| lean      |                     |                    |                     |         |
| fall      |                     |                    |                     |         |
| push      |                     |                    |                     |         |
| pull      |                     |                    |                     |         |
| throw     |                     |                    |                     |         |
| kick      |                     |                    |                     |         |
|           |                     |                    |                     |         |
|           |                     |                    |                     |         |
|           |                     |                    |                     |         |
|           |                     |                    |                     |         |

## ACTIVITIES

### Mother May I?

Students form a line and one is selected as "Mother" (leader). The leader gives directions to each student (i.e., Mary, you may take 3 hops). Before moving, the youngster must always ask: "Mother May I? or else lose his turn. The first to reach "Mother" is the leader for the next game.

### Back and Forth

Have a walk-on number line available. Using simple addition and subtraction equations, the students must move forward or backward demonstrating the equation. They should indicate whether they are moving forward or backward.

### Obstacle Course

Set up an obstacle course within the room. The students must follow specific movements (forward and backward) in getting through this "maze."

### Music Mix-Up

Students are given specific forward movements to perform while music is being played. When music stops the same movement must be done in a backward direction.

## MATERIALS

Classroom Rhythms. Classroom Materials Co.; Great Neck, New York

Development of Body-Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York

Directional Mat. Games and Activities - Teaching Resources; Boston, Mass.

Flip 'N Skip. Constructive Playthings; Kansas City, Missouri

Harmon Walking Rail. Ideal School Supply; Oak Lawn, Illinois

Listening and Moving, Development of Body Awareness and Position in Space.  
(Record Album) Educational Activities, Inc.; Freeport, New York

Walk-On Number Line. Educational Teaching Aids; Chicago, Illinois

## REFERENCES

Barlin, Anne and Paul. Creative Rhythmic Movement for Children. New Jersey: Prentice-Hall, 1954.

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

Wiener, J. and Lidstone J. Creative Movement for Children. New Jersey: Van Nostrand, 1969.

N. NAME AND IDENTIFY RIGHT AND LEFT SIDES OF THE BODY

Have the student lean the right part of his body against a wall. The teacher identifies specific body parts (by touching them) as the student feels them against the wall. (The student might also identify the body parts as the teacher or student touches them). The same procedure is used for the left side.

| SIDE BODY PARTS | R | L | COMMENT |
|-----------------|---|---|---------|
| hair            |   |   |         |
| temples         |   |   |         |
| ears            |   |   |         |
| jaw             |   |   |         |
| neck            |   |   |         |
| shoulders       |   |   |         |
| arm             |   |   |         |
| upper arm       |   |   |         |
| elbow           |   |   |         |
| forearm         |   |   |         |
| wrist           |   |   |         |
| hand            |   |   |         |
| side            |   |   |         |
| waist           |   |   |         |
| hips            |   |   |         |
| leg             |   |   |         |
| ankle bone      |   |   |         |
| foot            |   |   |         |
|                 |   |   |         |
|                 |   |   |         |
|                 |   |   |         |
|                 |   |   |         |

RIGHT HAND TO IDENTIFY RIGHT SIDE BODY PARTS

| RIGHT TO RIGHT                               | COMMENT |
|--|---------|
| Touch your right hand to your right ear      |         |
| Touch your right hand to your right knee     |         |
| Touch your right hand to your right eye      |         |
| Touch your right hand to your right foot     |         |
| Touch your right hand to your right shoulder |         |
| Touch your right hand to your right cheek    |         |
| Touch your right hand to your right leg      |         |
| Touch your right hand to your right ankle    |         |
| Touch your right hand to your right side     |         |
| Touch your right hand to your right thigh    |         |
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LEFT HAND TO IDENTIFY LEFT SIDE BODY PARTS

| LEFT TO LEFT                               | COMMENT |
|--|---------|
| Touch your left hand to your left ear      |         |
| Touch your left hand to your left knee     |         |
| Touch your left hand to your left eye      |         |
| Touch your left hand to your left foot     |         |
| Touch your left hand to your left shoulder |         |
| Touch your left hand to your left cheek    |         |
| Touch your left hand to your left leg      |         |
| Touch your left hand to your left ankle    |         |
| Touch your left hand to your left side     |         |
| Touch your left hand to your left thigh    |         |
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RIGHT AND LEFT HANDS TO IDENTIFY RIGHT AND LEFT BODY PARTS

| RIGHT/LEFT TO RIGHT/LEFT                    | COMMENT |
|---|---------|
| Touch your right hand to your left shoulder |         |
| Touch your left hand to your right knee     |         |
| Touch your right hand to your left ear      |         |
| Touch your left hand to your right elbow    |         |
| Touch your right foot to your left knee     |         |
| Touch your left hand to your right side     |         |
| Touch your right hand to your left eye      |         |
| Touch your left elbow to your right thigh   |         |
| Touch your right wrist to your left ear     |         |
| Touch your left foot with your right foot   |         |
| Touch your right hand to your left toes     |         |
| Touch your left thumb to your right arm     |         |
| Touch your right toes to your left heel     |         |
| Touch your left heel to your right heel     |         |
| Touch your right toes to your left leg      |         |
|   |         |
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## ACTIVITIES

### Simon Says

A leader is chosen to direct the group in a series of right/left moves and activities. The group must follow only if the direction is preceded by the words "Simon Says." Any student who makes a mistake is excluded.

### Mother May I?

Teacher or leader gives a command to which the student replies "Mother May I?" (i.e., Touch your right toe with your left hand and take two steps - Hop three times on your left foot). If the leader says "yes" the student performs. If the youngster forgets to say "Mother May I?" he must sit down and is considered out. First one to reach "Mother" wins the game.

### Shake Fun

Give each student a particular instrument. Upon direction from the teacher or leader they will "play" it on their right or left side. The youngster who does not follow the direction is out.

### Bean Bag Toss

The bean bag must be tossed from the right or left side of the student's body depending on the specific direction.

## MATERIALS

- Body Concept Spirit Masters. Developmental Learning Materials; Niles, Illinois
- Body-Image Laterality (Duplicating Masters) Ideal School Supply Company, Oak Lawn
- Clown Bean Bag Set. Beckley-Cardy; Chicago, Illinois
- Developing Body - Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York
- Everyday Skills (Record Album) Constructive Playthings; Kansas City, Missouri
- Hokey Pokey (Record Album) Constructive Playthings; Kansas City, Missouri
- Large Body Puzzle. Developmental Learning Materials; Niles, Illinois
- Listening and Moving, The Development of Body Awareness and Position in Space. (Record Album). Educational Activities, Inc.; Freeport, New York
- Rhythm Instruments. Beckley - Cardy; Chicago, Illinois

## REFERENCES

O. IDENTIFY OBJECTS AND SOUNDS TO THE RIGHT OF THE BODY

Guide the student to the right of a series of objects and/or sounds to be identified.

| OBJECT | QUESTION                 | RESPONSE | COMMENT |
|--------|--------------------------|----------|---------|
| window | "What is to your right?" | "window" |         |
| drum   | "What is to your right?" | "drum"   |         |
| table  | "What is to your right?" | "table"  |         |
|        | "What is to your right?" |          |         |
|        | "What is to your right?" |          |         |
|        | "What is to your right?" |          |         |
|        | "What is to your right?" |          |         |
|        | "What is to your right?" |          |         |
|        | "What is to your right?" |          |         |
|        | "What is to your right?" |          |         |
|        | "What is to your right?" |          |         |

Place a series of objects and/or sounds to the right of the student and have him identify where they are.

| OBJECT | QUESTION             | RESPONSE             | COMMENT |
|--------|----------------------|----------------------|---------|
| cup    | "Where is the cup?"  | "to the right of me" |         |
| bell   | "Where is the bell?" | "to the right of me" |         |
|        |                      | "to the right of me" |         |
|        |                      | "to the right of me" |         |
|        |                      | "to the right of me" |         |
|        |                      | "to the right of me" |         |

IDENTIFY OBJECTS AND OR SOUNDS TO THE LEFT OF THE BODY

Guide the student to the left of a series of objects and/or sounds to be identified.

| OBJECT | QUESTION                      | RESPONSE | COMMENT |
|--------|-------------------------------|----------|---------|
| ball   | "What is to the left of you?" | "ball"   |         |
| mitten | "What is to the left of you?" | "mitten" |         |
| chair  | "What is to the left of you?" | "chair"  |         |
| piano  | "What is to the left of you?" | "piano"  |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |

Place a series of objects and or sounds to the left of the student. Identify where they are.

| OBJECT | QUESTION              | RESPONSE            | COMMENT |
|--------|-----------------------|---------------------|---------|
| paper  | "Where is the paper?" | "to the left of me" |         |
| scarf  | "Where is the scarf?" | "to the left of me" |         |
| timer  | "Where is the timer?" | "to the left of me" |         |
|        |                       | "to the left of me" |         |
|        |                       | "to the left of me" |         |
|        |                       | "to the left of me" |         |

## ACTIVITIES

### Treasure Hunt

Have students find specific objects in the room and after collected, place them to the right (or left) of their body.

### Now

The same object is placed to the right (or left) of each student. When the teacher says (now) each student locates the object and identifies it. The first to identify the location and object correctly scores a point.

### Sound Off

The teacher produces a sound to the right or left of the students body. The student must identify the sound and the side of the body it was sounded.

### Path Finding

The teacher sets up a path the student follows with objects placed on the right and left. The student locates the object, identifies it and says which side it is on.

## ACTIVITIES

### Treasure Hunt

Have students find specific objects in the room and after collected, place them to the right (or left) of their body.

### Now

The same object is placed to the right (or left) of each student. When the teacher says (now) each student locates the object and identifies it. The first to identify the location and object correctly scores a point.

### Sound Off

The teacher produces a sound to the right or left of the students body. The student must identify the sound and the side of the body it was sounded.

### Path Finding

The teacher sets up a path the student follows with objects placed on the right and left. The student locates the object, identifies it and says which side it is on.

### MATERIALS

Body-Image Laterality. (Duplicating Masters) Ideal School Supply Company; Oak Lawn, Illinois

Child's World of Sounds. (Album and Casette) Bowmar, Company; Vahalla, New York

Gee-O-Metrik Shapes. Constructive Playthings; Kansas City, Missouri

### REFERENCES

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P. PLACE OBJECTS TO THE RIGHT OF THE BODY

Ask the student to place objects to the right of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

| OBJECT   | COMMENT |
|----------|---------|
| ball     |         |
| pencil   |         |
| eraser   |         |
| spoon    |         |
| hat      |         |
| keys     |         |
| car      |         |
| plate    |         |
| crayon   |         |
| record   |         |
| scissors |         |
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PLACE OBJECTS TO THE LEFT OF THE BODY

Ask the student to place objects to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises)

| OBJECT    | COMMENT |
|-----------|---------|
| book      |         |
| cup       |         |
| shoe      |         |
| doll      |         |
| paper     |         |
| sea shell |         |
| game      |         |
| dish      |         |
| chair     |         |
|           |         |
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PLACE OBJECTS TO THE RIGHT AND TO THE LEFT OF THE BODY

Ask the student to place objects to the right and to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

| OBJECT  | L | R | COMMENT |
|---------|---|---|---------|
| chalk   |   |   |         |
| fork    |   |   |         |
| glass   |   |   |         |
| wallet  |   |   |         |
| sock    |   |   |         |
| pen     |   |   |         |
| jar     |   |   |         |
| tape    |   |   |         |
| picture |   |   |         |
| candy   |   |   |         |
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PLACE OBJECTS TO THE RIGHT AND TO THE LEFT OF THE BODY

Ask the student to place objects to the right and to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

| OBJECT  | L | R | COMMENT |
|---------|---|---|---------|
| chalk   |   |   |         |
| fork    |   |   |         |
| glass   |   |   |         |
| wallet  |   |   |         |
| sock    |   |   |         |
| pen     |   |   |         |
| jar     |   |   |         |
| tape    |   |   |         |
| picture |   |   |         |
| candy   |   |   |         |
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## ACTIVITIES

### Fast Right and Left

Have the same series of objects in front of each student. The teacher directs which object to place to the right or left. First student completed is the winner.

### Shape Location

Have various shaped objects on each side of the student. The teacher should request a specific shape. The student locates the shape and indicates the side of the body he found it at.

### Left/Right Spin

A spinner is made for each student with the words right and left on it. The student spins the spinner and selects an object in the room that begins with that letter (i.e., spins to right and selects a ruler; spins to left and selects a lead pencil). He places the object to the side indicated by the spinner. Upon completion, all objects on his right should begin with "r" and those on his left with "l".

### Letter Choice

Have various objects on each side of the student. The teacher gives the direction to choose from the left an object that begins with the letter "p" (any letters can be used). The student locates the object and places it in front of himself. The first one to make the proper selection scores a point.

### MATERIALS

Developing Body-Space Perception Motor Skills. (Record Album) Classroom  
Materials Company, Great Neck, New York

Directionality and Spatial Relationships (Duplicating Master) Ideal School  
Supply Company, Oak Lawn, Illinois

Large Colored Beads and Patterns. Ideal School Supply Company, Oak Lawn, Illinois

Listening and Moving. The Development of Body Awareness and Position in Space.  
Record Album) Educational Activies, Inc.; Freeport, New York.

### REFERENCES

Q. MOVEMENT OF ONE'S BODY TO THE RIGHT AND TO THE LEFT

Ask the student, and instruct if necessary, to perform the following body movements to the right, then to the left, and finally mixed, to the right and to the left.

| MOVEMENTS | RIGHT | LEFT | R/L | COMMENTS |
|-----------|-------|------|-----|----------|
| turn      |       |      |     |          |
| twist     |       |      |     |          |
| pivot     |       |      |     |          |
| sidestep  |       |      |     |          |
| slide     |       |      |     |          |
| dodge     |       |      |     |          |
| leap      |       |      |     |          |
| bend      |       |      |     |          |
| stretch   |       |      |     |          |
| lean      |       |      |     |          |
| fall      |       |      |     |          |
| throw     |       |      |     |          |
| kick      |       |      |     |          |
|           |       |      |     |          |
|           |       |      |     |          |
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|           |       |      |     |          |

## ACTIVITIES

### Simon Says

A teacher or leader gives movement directions stating right or left. The student performs the direction only if it is preceded by "Simon Says,"

### Circle Movements

Have the students form a circle. The teacher or leader calls out right and left body movements to perform. The circle will remain "smooth moving" if the students follow the correct direction.

### On-Off Music

A specific body movement is given to perform. When the music is being played the movements should be to the right and when the music is stopped the students should move to the left. As the students progress, quicken the pace.



## MATERIALS

Basic Concepts Through Dance - Body Image. (Record Album) Educational Activities, Inc.; Freeport, New York

Basic Concepts Through Dance - Positions in Space. (Record Album) Educational Activities, Inc.; Freeport, New York

Developing Body-Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York

Footsteps to Numbers. Ideal School Supply Company; Oak Lawn, Illinois

Listening and Moving, The Development of Body Awareness and Position in Space. (Record Album) Educational Activities, Inc; Freeport, New York

Physical Fitness in Motion. Instructor Curriculum Materials. Constructive Playthings; Kansas City, Missouri

## REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

R. IDENTIFY RIGHT SIDE OF ANOTHER PERSON'S BODY

Have the student and his partner face the same direction.

| STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART    | COMMENT |
|---|---------|
| Touch your left hand to your partner's left shoulder  |         |
| Touch your left hand to your partner's right shoulder |         |
| Touch your right hand to your partner's right knee    |         |
| Touch your right hand to your partner's left knee     |         |
| Touch your right hand to your partner's right toes    |         |
| Touch your right hand to your partner's left toes     |         |
| Touch your left hand to your partner's left elbow     |         |
| Touch your left hand to your partner's right elbow    |         |
| Touch your right hand to your partner's left leg      |         |
| Touch your right hand to your partner's right leg     |         |
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**Identify Left Side of Another Person's Body**

Have the student face a partner so that they are facing opposite directions. If the student has difficulty with laterality (other people facing them) demonstrate and instruct.

| STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART    | COMMENT |
|---|---------|
| Touch your left hand to your partner's left shoulder  |         |
| Touch your left hand to your partner's right shoulder |         |
| Touch your right hand to your partner's right knee    |         |
| Touch your right hand to your partner's left knee     |         |
| Touch your right hand to your partner's right toes    |         |
| Touch your right hand to your partner's left toes     |         |
| Touch your left hand to your partner's left elbow     |         |
| Touch your left hand to your partner's right elbow    |         |
| Touch your right hand to your partner's left leg      |         |
| Touch your right hand to your partner's right leg     |         |
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## ACTIVITIES

### Quick-Check

The student, as quickly as possible, will touch and identify the right (or left) side of his partner's body. This can be timed and the quickest one is the winner.

### Functioning Sides

The student will identify and touch the left (or right) side of his partner's body. The student should also give the function of that body part.

### Alphabet Fun

The student will identify and touch his partner's right (or left) side in alphabetical order.

## MATERIALS

Body-Image Laterality (Duplicating Masters) Ideal School Supply Company:  
Oak Lawn, Illinois

Directionality and Spatial Relationship (Duplicating Masters). Ideal School  
Supply Company; Oak Lawn, Illinois

Large Body Puzzle. Developmental Learning Materials; Niles, Illinois

Stand-Up Mirror. Beckley-Cardy; Chicago, Illinois

## REFERENCES

Cratty, Bryant. Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities Inc., 1967

Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967

S. MOVEMENT OF ONE'S OWN BODY USING BASIC CONCEPT WORDS

Have student stand for this exercise

| CONCEPT WORD                         | DIRECTION   | COMMENT |
|--------------------------------------|---|---------|
| front                                | "Put your hand in <u>front</u> of your face."               |         |
| back, behind                         | "Put your hands in <u>back</u> of your neck."               |         |
| forward                              | "Bend your body <u>forward</u> ."                           |         |
| backward                             | "Bend your body <u>backward</u> ."                          |         |
| right                                | "Touch your <u>right</u> knee with your <u>right</u> hand." |         |
| left                                 | "Touch your <u>left</u> hand to your <u>left</u> ear."      |         |
| beside, to the side, sideways, along | "Put your arm <u>beside</u> your leg."                      |         |
| up                                   | "Hold your hand <u>up</u> ."                                |         |
| down                                 | "Look <u>down</u> at the floor."                            |         |
| top                                  | "Show me the <u>top</u> of your head."                      |         |
| bottom                               | "Touch the <u>bottom</u> of your foot."                     |         |
| upward                               | "Point your finger <u>upward</u> ."                         |         |
| downward                             | "Point your finger <u>downward</u> ."                       |         |
| above, over, on top of               | "Put your hands <u>above</u> your head."                    |         |
| below, under, beneath, underneath    | "Put your hands <u>below</u> your chin."                    |         |
| on, upon                             | "Put your elbow <u>on</u> your knee."                       |         |
| high, higher                         | "Hold your hand <u>high</u> ."                              |         |
| low, lower                           | "Hold your hand <u>low</u> ."                               |         |
| stop, wait                           | "Run, now <u>stop</u> ."                                    |         |
| go, leave                            | " <u>Go</u> away."  |         |

| CONCEPT WORD                          | DIRECTIONS   | COMMENT |
|---------------------------------------|--|---------|
| come                                  | "Come to me."  |         |
| in, into                              | "Put your fist <u>in</u> your hand."                               |         |
| out                                   | "Take your hand <u>out</u> of your pocket."                        |         |
| near, close, next to, by, adjacent to | "Hold your hand <u>near</u> your side."                            |         |
| far                                   | "Put your legs <u>far</u> apart."                                  |         |
| toward                                | "Lean your head <u>toward</u> your knees."                         |         |
| away                                  | "Move your arm and hands <u>away</u> from your body."              |         |
| across, opposite                      | "Point to the body part <u>across</u> from your ear."              |         |
| around                                | "Move your hand <u>around</u> ."                                   |         |
| level                                 | "Make your whole body <u>level</u> ."                              |         |
| slanted                               | "Make your whole body <u>slanted</u> ."                            |         |
| halfway                               | "Bend <u>halfway</u> to the floor."                                |         |
| middle, center                        | "Point to the body part in the <u>middle</u> of your face." (nose) |         |
| between                               | "Put your head <u>between</u> your legs."                          |         |
| horizontal                            | "Move so that your whole body is in a <u>horizontal</u> position." |         |
| vertical                              | "Move so that your whole body is in a <u>vertical</u> position."   |         |
| diagonal                              | "Move so that your whole body is in a <u>diagonal</u> position."   |         |
| parallel                              | "Move your arms <u>parallel</u> to each other."                    |         |
| perpendicular                         | "Move your arms <u>perpendicular</u> to each other."               |         |

T. MOVEMENT OF ONE'S OWN BODY TO ANOTHER PERSON'S BODY USING BASIC CONCEPT WORDS

| CONCEPT WORD                          | DIRECTION  | COMMENT |
|---------------------------------------|--|---------|
| front                                 | "Stand in <u>front</u> of your partner."                 |         |
| back, behind                          | "Stand in <u>back</u> of your partner."                  |         |
| right                                 | "Stand to the <u>right</u> of your partner."             |         |
| left                                  | "Stand to the <u>left</u> of your partner."              |         |
| beside                                | "Stand <u>beside</u> your partner."                      |         |
| up                                    | "Hold your partner's leg <u>up</u> ."                    |         |
| down                                  | "Hold your partner's arm <u>down</u> ."                  |         |
| top                                   | "Touch the <u>top</u> of your partner's foot."           |         |
| bottom                                | "Touch the <u>bottom</u> of your partner's foot."        |         |
| above, over, on top of                | "Put your elbows <u>above</u> your partner's shoulders." |         |
| below, under, beneath, underneath     | "Put your hands below your partner's feet."              |         |
| on upon                               | "Put your hands <u>on</u> your partner's knees."         |         |
| high, higher                          | "Hold your partner's hands <u>high</u> in the air."      |         |
| low, lower                            | "Place your partner's head <u>low</u> ."                 |         |
| stop, wait                            | " <u>Stop</u> your partner from swaying."                |         |
| go, leave                             | " <u>Go</u> with your partner."                          |         |
| come                                  | " <u>Come</u> with your partner."                        |         |
| in                                    | "Put your hand <u>in</u> your partner's."                |         |
| out                                   | "Take your hand <u>out</u> of your partner's"            |         |
| near, close, next to, by, adjacent to | "Stand <u>near</u> your partner."                        |         |



| CONCEPT WORD        | DIRECTION   | COMMENT |
|---------------------|---|---------|
| far                 | "Stand <u>far</u> from your partner."                                 |         |
| toward              | "Move <u>toward</u> your partner."                                    |         |
| away                | "Move <u>away</u> from your partner."                                 |         |
| across,<br>opposite | "Move <u>across</u> from your partner."                               |         |
| around              | "Walk <u>around</u> your partner."                                    |         |
| level               | "Move your head so that it is <u>level</u> with your partner's head." |         |
| middle, center      | "Move to the <u>middle</u> of the group."                             |         |
| between             | "Stand <u>between</u> two friends."                                   |         |

## ACTIVITIES

### Around My Partner

One student remains stationary. The other student demonstrates, by moving around his partner, concept words the teacher calls out.

### Think Partner

By moving around his partner, a student demonstrates and identifies as many concept words as he can remember.

### Let's Work Together

Students are grouped in twos. The teacher calls out a concept word. The first students to illustrate that word using their bodies score a point.

### MATERIALS

Pictures for Peg Board Classification - Opposites. Ideal. Beckley-Cardy, Chicago, Illinois

Positions in Space. Instructor Curriculum Materials. Beckley-Cardy, Chicago, Illinois

Wide Balance Bridge. Holbrook. Beckley-Cardy, Chicago, Illinois

### REFERENCES

Cratty, Bryant, Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities, Inc., 1967

## ACTIVITIES

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Positions in Space. Instructor Curriculum Materials. Beckley-Cardy, Chicago, Illinois

Wide Balance Bridge. Holbrook. Beckley-Cardy, Chicago, Illinois

### REFERENCES

Cratty, Bryant, Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities, Inc., 1967

U. MOVEMENT OF BODY TO OBJECTS USING BASIC CONCEPT WORDS

Student will use a desk, a chair and a block of wood

| CONCEPT WORD                           | DIRECTION  | COMMENT |
|--|--|---------|
| front                                  | "Stand in <u>front</u> of the desk."                         |         |
| back, behind                           | "Stand in <u>back</u> of the desk."                          |         |
| right                                  | "Stand to the <u>right</u> of the chair."                    |         |
| left                                   | "Stand to the <u>left</u> of the chair."                     |         |
| beside                                 | "Stand <u>beside</u> the desk."                              |         |
| up, upon                               | "Put your feet <u>up</u> on the desk."                       |         |
| down                                   | "Lay your head <u>down</u> on the desk."                     |         |
| top                                    | "Touch the <u>top</u> of your head against the chair."       |         |
| bottom                                 | "Touch the <u>bottom</u> of your foot to the block of wood." |         |
| above, over, on, on top of             | "Hold your elbows <u>above</u> the desk."                    |         |
| below, under, beneath, underneath      | "Put your hands <u>below</u> the desk."                      |         |
| higher                                 | "Put your arm <u>higher</u> than the block of wood."         |         |
| lower                                  | "Put your arm <u>lower</u> than the block of wood."          |         |
| in, into                               | "Put your hand <u>in</u> the desk."                          |         |
| out                                    | "Take your hand <u>out</u> of the desk."                     |         |
| near, close, adjacent to, next to, by, | "Put your head <u>near</u> the chair."                       |         |
| far, away                              | "Move your body <u>far</u> from the chair."                  |         |
| toward                                 | "Lean your head <u>toward</u> the desk."                     |         |

| CONCEPT WORD     | DIRECTION  | COMMENT |
|------------------|--|---------|
| across, opposite | "Put your body <u>across</u> from the desk."           |         |
| around           | "Walk <u>around</u> the chair."                        |         |
| middle, center   | "Place hand in the <u>middle</u> of the desk"          |         |
| between          | "Put your body <u>between</u> the desk and the chair." |         |

## ACTIVITIES

### Move Your Partner

Partners stand by a table. The teacher calls out a concept word and one student positions his partner at the table to illustrate the given word.

### Direction Fun

Students are given a series of directions to follow within the room using concept words and objects (i.e., go to the left of the clock, behind the easel and over the waste basket, etc.). The first student to complete the series is the winner.

### My Body Speaks

The teacher calls out a concept word. The student locates any object in the room and illustrates the word using the object.

### I Remember

The student selects any object in the room. He demonstrates and identifies many concept words as he remembers, using the object.



### MATERIALS

- My Home and Family. Instructo. Constructive Playthings; Kansas City, Missouri
- Opposite Concepts. Instructo. Constructive Playthings; Kansas City, Missouri
- Spatial Relation Picture Cards. Developmental Learning Materials; Niles, Illinois

### REFERENCES

- Cratty, Bryant. Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities, Inc., 1967.

V. MOVEMENT OF OBJECTS TO BODY USING BASIC CONCEPT WORDS

Student will use a chair, block of wood, lollipop and a pebble.

| CONCEPT WORD                              | DIRECTION  | COMMENT |
|---|--|---------|
| front                                     | "Put block of wood in <u>front</u> of your face."          |         |
| back, behind                              | "Put the chair in <u>back</u> of your body."               |         |
| right                                     | "Put the chair on your <u>right</u> ."                     |         |
| left                                      | "Put the chair on your <u>left</u> ."                      |         |
| beside, to the side, along                | "Put the block of wood <u>beside</u> your ear."            |         |
| up, upon                                  | "Put the block of wood <u>upon</u> your shoulder."         |         |
| above, over, on top of                    | "Put the block of wood <u>above</u> your head."            |         |
| bottom, below, under, beneath, underneath | "Put the block of wood on the <u>bottom</u> of your foot." |         |
| on, upon                                  | "Put the block of wood <u>on</u> your head."               |         |
| higher                                    | "Hold the block of wood <u>higher</u> than your head."     |         |
| lower                                     | "Hold the block of wood <u>lower</u> than your head."      |         |
| in, into                                  | "Put the lollipop <u>in</u> your mouth."                   |         |
| out                                       | "Take the lollipop <u>out</u> of your mouth."              |         |
| near, close, next to, by, adjacent to     | "Put the chair <u>near</u> your body."                     |         |
| far, away                                 | "Hold the block of wood <u>far</u> from your body."        |         |
| across, opposite                          | "Place the chair <u>across</u> from your body."            |         |

| CONCEPT WORD   | DIRECTION   | COMMENT |
|----------------|---|---------|
| around         | "Move the chair <u>around</u> your body."             |         |
| middle, center | "Place the pebble in the <u>middle</u> of your palm." |         |
| between        | "Put the block of wood <u>between</u> your feet."     |         |

## ACTIVITIES

### Move the Object

The student stands stationary and moves a given object around himself demonstrating and identifying concept words he remembers.

### Around My Partner

The teacher calls out concept words. A student moves a given object around his partner to demonstrate the given words.

### Word Point

The teacher calls out a concept word. The first student to demonstrate it with his given object, scores a point.

## MATERIALS

- "Hi-Q" - Game. American Foundation for the Blind; New York, New York
- My Home and Family. Instructo. Constructive Playthings; Kansas City, Missouri
- Opposite Concepts. Instructo. Constructive Playthings; Kansas City, Missouri
- Spatial Relation Picture Cards. Developmental Learning Materials; Niles, Illinois

## REFERENCES

- Cratty, Bryant. Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities, Inc., 1967.

W. MOVEMENT OF OBJECTS TO OBJECTS USING BASIC CONCEPT WORDS

Student should be sitting at a desk. He will use a box, two blocks of wood, a pencil, a cup and a pebble.

| CONCEPT WORD                         | DIRECTION  | COMMENT |
|--------------------------------------|--|---------|
| front                                | "Put the cup in <u>front</u> of the box."  |         |
| back, behind                         | "Put the pencil in <u>back</u> of the box."  |         |
| right                                | "Put the cup to the <u>right</u> of the box."  |         |
| left                                 | "Put the pencil to the <u>left</u> of the box"   |         |
| beside, to the side, sideways, along | "Put the block of wood <u>beside</u> the box."   |         |
| above, over, top, on top of          | "Put the cup <u>on top of</u> the box."  |         |
| below, under, beneath, underneath    | "Put the block of wood <u>below</u> the cup."  |         |
| bottom, top                          | "Put the <u>bottom</u> of the cup on the <u>top</u> of the box."<br>"Put the <u>bottom</u> of the box on the <u>top</u> of the cup." |         |
| on, upon                             | "Put the pencil <u>on</u> the box."  |         |
| in, into                             | "Put the pebble <u>in</u> the cup."  |         |
| out                                  | "Take the pebble <u>out</u> of the cup."   |         |
| near, close                          | "Put the box <u>near</u> the block of wood."   |         |
| far, away                            | "Put the box <u>far</u> from the pencil."  |         |
| across, opposite                     | "Put the box <u>across</u> from the block of wood."  |         |
| level                                | "Hold the pencil <u>level</u> ."   |         |
| slanted                              | "Hold the pencil so that it is <u>slanted</u> ."   |         |
| middle, center                       | "Place the box in the <u>middle</u> of the desk."  |         |

| CONCEPT WORD  | DIRECTION  | COMMENT |
|---------------|--|---------|
| between       | "Put the cup <u>between</u> the box and the block of wood."        |         |
| horizontal    | "Hold the block of wood so that it is <u>horizontal</u> ."         |         |
| vertical      | "Hold the block of wood so that it is <u>vertical</u> ."           |         |
| diagonal      | "Hold the block of wood so that it is <u>diagonal</u> ."           |         |
| parallel      | "Place the two blocks of wood <u>parallel</u> to each other."      |         |
| perpendicular | "Place the two blocks of wood <u>perpendicular</u> to each other." |         |

## ACTIVITIES

### I'll Show You

Have the student move any given objects he wants. He will identify the objects and after placing them as he wants, will state the concept word used.

### Location

Given a series of concept words the student will locate objects within the room to demonstrate the words. Different objects should be used for each word. The student should also identify the objects.

### Object to Object

Students will be given a series of objects to complete (i.e., put the box on the table, the book in the desk, the hat on the hook, etc.) The first to complete the series is the winner. (Note: directions are given all at once.)

### Rearrange the Room

Using concept words give the student a direction to follow in moving objects within the classroom (i.e. put the chair behind my desk, etc.). This might also be adapted for a race between two students.

### Shape Contest

Give each student two wooden shapes (all will have the same two shapes). The teacher will call out the oral direction using concept words (i.e., put the circle in front of the square, etc.) Each correct movement is a point for the youngster. The one with the most points is the winner.

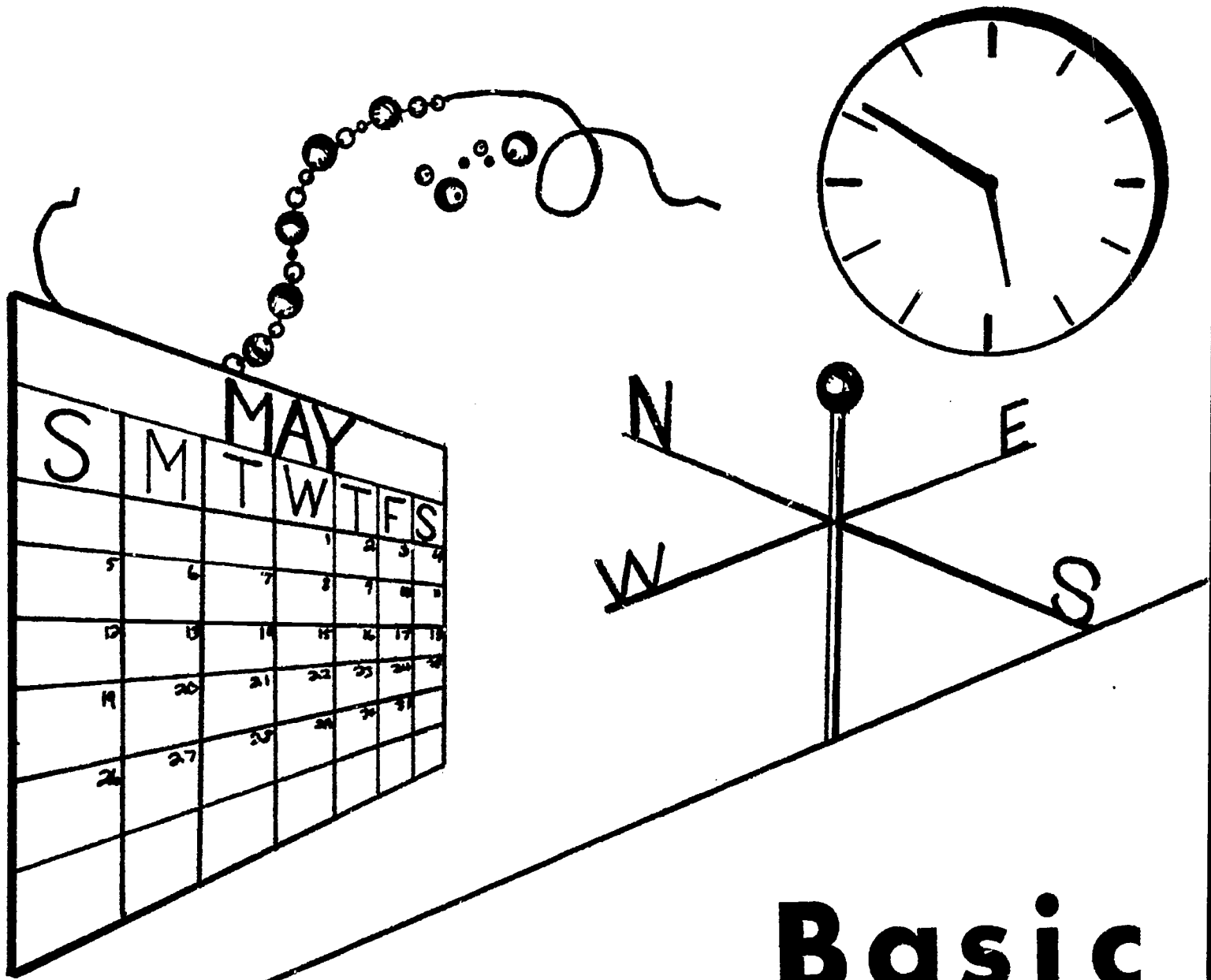


## MATERIALS

- Colores Inch Cubes. Developmental Learning Materials; Niles, Illinois
- Doll House and Furniture. Constructive Playthings; Kansas City, Missouri
- Form Puzzle. Developmental Learning Materials; Niles, Illinois
- Geometric Figures and Solids. Dick Blick; Galesburg, Illinois
- Play Family School. Dick Blick; Galesburg, Illinois
- Shape Sorting Box. Creative Playthings. Beckley-Cardy; Chicago, Illinois

## REFERENCES

- Cratty, Bryant. Developmental Sequences of Perceptual Motor Tasks: Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities, Inc., 1967.
- Hill, Everett. Test Manual for Basic Concepts Related to Orientation and Mobility. Missouri: Missouri School for the Blind.



# Basic Concepts and Abilities

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ACKNOWLEDGEMENTS

Committee Chairman: David Ziff  
Orientation & Mobility Specialist  
Children and Family Services  
Chicago, Illinois

Committee Members: Theodora Furla  
Student  
Foreman High School  
Chicago, Illinois

Larry Hapeman  
Orientation & Mobility Specialist  
Northern Illinois University  
DeKalb, Illinois

Jan Rader  
Teacher of the Visually Impaired  
Don D. Shute School  
East Peoria, Illinois

Ronald Texley  
Orientation & Mobility Specialist  
University of Illinois  
Champaign, Illinois

## BASIC CONCEPTS AND ABILITIES

### INTRODUCTION

Basic concepts refer to the primary impressions a youngster obtains of his environment through utilizing his senses. These concepts (size, texture, weight, etc.) become more meaningful when he has the capacity or ability of relating them to his surroundings through his identifying, describing, grouping, etc. To acquire these basic concepts the visually impaired student needs to be exposed to a variety of experiences and activities related to his home, school and community.

A basic check list is provided at the beginning of this section to be used as a pre and post test. This will serve as a quick reference for the teacher in determining the youngster's needs. Once the needs are assessed an individualized program should be planned.

The charts provide a few examples for presenting each concept. They are meant to be a stepping stone from which you develop further activities.

Materials and references have been included for each concept with space for additional entries.

BASIC CONCEPTS CHECKLIST

|          |  |
|----------|--|
| SIZE     | small large smaller larger longer than shorter than inches feet yard mile length block                   |
| SHAPE    | round square triangle flat irregular oval  |
| TEXTURE  | rough smooth soft hard dry wet warm cool hot cold  |
| COLOR    | names shades tints bright dull glossy light dark primary secondary tertiary                              |
| WEIGHT   | light heavy medium pound ounce gram ton liquid measure   |
| LOCATION | classroom bedroom home school street sidewalk driveway   |
| USE      | cleaning tools wearing items edibles playing items cooking utensils bedtime items                        |
| POSITION | low high up down in front between next to across from on over near far<br>distance of footage left right |
| MOVEMENT | can be moved is moving stationary fast slow quick jerky smooth running skipping                          |
| TIME     | hours minutes seconds weeks days months years morning day afternoon night                                |
| SOUNDS   | Loud soft harsh high low pitch frequency   |
| TASTE    | sweet sour bitter bland salty spicy  |
| ODOR     | sweet sour spicy stale fresh   |

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BASIC CONCEPTS AND ABILITIES CHECKLIST

| CONCEPTS | ABILITIES |          |       |       |      |       |      |         |          |  |  |  |
|----------|-----------|----------|-------|-------|------|-------|------|---------|----------|--|--|--|
|          | Identify  | Describe | Label | Group | Sort | Order | Copy | Pattern | Contrast |  |  |  |
| Size     |           |          |       |       |      |       |      |         |          |  |  |  |
| Shape    |           |          |       |       |      |       |      |         |          |  |  |  |
| Texture  |           |          |       |       |      |       |      |         |          |  |  |  |
| Color    |           |          |       |       |      |       |      |         |          |  |  |  |
| Weight   |           |          |       |       |      |       |      |         |          |  |  |  |
| Location |           |          |       |       |      |       |      |         |          |  |  |  |
| Use      |           |          |       |       |      |       |      |         |          |  |  |  |
| Position |           |          |       |       |      |       |      |         |          |  |  |  |
| Movement |           |          |       |       |      |       |      |         |          |  |  |  |
| Time     |           |          |       |       |      |       |      |         |          |  |  |  |
| Sounds   |           |          |       |       |      |       |      |         |          |  |  |  |
| Taste    |           |          |       |       |      |       |      |         |          |  |  |  |

DEFINITIONS OF ABILITIES

Note: These definitions have been provided for a quick reference point in differentiating the various abilities.

Identify: ability to know or recognize an object

Describe: to represent the features of

Label: paper card affixed to anything denoting its content, nature, ownership, etc.

Group: number of persons or things near, placed or classified together

Sort: to put into order persons or things having same qualities

Order: sequence; to systematize

Copy: an imitation of an original

Pattern: a model, example or guide to imitate

Contrast: to bring out differences

Reference: Webster's Encyclopedia of Dictionaries. Edited by John Gage Allee.  
U.S.A.: Ottenheimer Publishers, Inc., 1970



A. SIZE

Characteristics: small, large, smaller, larger, big, bigger than, longer than, shorter than, inches, feet, yards, mile, length of room, block, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC   | ACTIVITY EXAMPLE  | COMMENT |
|-------------|---------------------------|---|---------|
| Identifying | small, large              | Given 2 balls, the student will respond to the direction: "hand me the large ball."   |         |
| Describing  | inch, foot                | Given a group of items of various sizes, the student will describe their measurement  |         |
| Labeling    |                           |   |         |
| Grouping    |                           |   |         |
| Sorting     | small, medium, large      | Given a box of various sized pegs, the student will sort them according to size       |         |
| Ordering    |                           |   |         |
| Copying     |                           |   |         |
| Patterning  |                           |   |         |
| Contrasting | smaller than, bigger than | Given shoes, coats, etc. of children and adults, the student will contrast their size |         |

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## MATERIALS

Blocks. Beckley-Cardy; Chicago, Illinois  
Braille Rulers. American Printing House for the Blind; Louisville, Kentucky  
Color Stacking Discs. Beckley-Cardy; Chicago, Illinois  
Cuisenaire Rods. Beckley-Cardy; Chicago, Illinois  
Dimensional Concept Cylinders. Developmental Learning Materials; Niles, Illinois  
Feel and Match-Lengths. Lauri, Beckley-Cardy; Chicago, Illinois  
Graduating Shapes. Tactile Aids for the Blind; Des Moines, Iowa  
Montessori Cylinders and Pegs. Daigger and Company; Chicago, Illinois  
Shape Board. American Printing House for the Blind; Louisville, Kentucky  
Size-Graded Shapes Sets. Beckley-Cardy; Chicago, Illinois  
Size-Perception Puzzle. Developmental Learning Materials; Niles, Illinois  
Steel Tape. American Foundation for the Blind; New York, New York

## REFERENCES

Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.

**B. SHAPE**

**Characteristics:** round, square, triangle, flat, irregular, oval, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC       | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-------------------------------|---|---------|
| Identifying |                               |   |         |
| Describing  | square                        | Given a cube or box, the student will describe its shape                      |         |
| Labeling    | round                         | Label or tag the objects in the room that are round                           |         |
| Grouping    |                               |   |         |
| Sorting     | square, triangle, round       | Given a series of shapes, the student will sort according to shape            |         |
| Ordering    |                               |   |         |
| Copying     |                               |   |         |
| Patterning  | round, square, triangle, oval | Given a bead pattern, the student will complete pattern using all beads given |         |
| Contrasting |                               |   |         |

## MATERIALS

- Advanced Shapes Set. Beckley-Cardy; Chicago, Illinois
- Colors and Shapes Games. Playskool. Beckley-Cardy; Chicago, Illinois
- Coordination Board. Beckley-Cardy; Chicago, Illinois
- Cross the Brook. Beckley-Cardy; Chicago, Illinois
- Fit-A-Shape. Lauri. Beckley-Cardy; Chicago, Illinois
- Giant Textured Beads. American Printing House for the Blind; Louisville, Kentucky
- Mitchell Wire Forms with Matched Planes and Volumes. American Printing House for the Blind; Louisville, Kentucky
- Puzzle Form-Board Kit. American Printing House for the Blind; Louisville, Kentucky
- Shape Board. American Printing House for the Blind; Louisville, Kentucky
- Shape-O. Tupperware; Orlando, Florida
- Shapes and Forms. Edu-Cards Learning Experience Kit. Beckley-Cardy; Chicago, Illinois
- Shape Up. Beckley-Cardy; Chicago, Illinois
- Tinker Toys. Beckley-Cardy; Chicago, Illinois
- Wooden Beads. Beckley-Cardy; Chicago, Illinois

## REFERENCES

- Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.
- Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.
- Sharp, Evelyn, Thinking Is Child's Play. New York: E. P. Dutton and Company, Inc. 1969.

Characteristics: rough, smooth, soft, hard, dry, wet, warm, cool, hot, cold, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC                  | ACTIVITY EXAMPLE  | COMMENT |
|-------------|--|---|---------|
| Identifying | dry, wet, cool, warm                     | Given sand (grass) to walk on, the student will identify its texture  |         |
| Describing  | soft, hard                               | Given candy to eat, the student will describe whether it is soft (chewable) or hard   |         |
| Labeling    | soft, hard                               | Given a variety of objects, the student will label according to soft, hard  |         |
| Grouping    |  |   |         |
| Sorting     | smooth, rough                            | Given pieces of material (sand paper), the student will sort according to texture   |         |
| Ordering    |  |   |         |
| Copying     |  |   |         |
| Patterning  |  |   |         |
| Contrasting | differences of interior surface textures | Using a room and its many surfaces, the student will compare and contrast the textures and discuss the practicality of its function |         |

## MATERIALS

Feel and Match Textures. Lauri, Beckley-Cardy; Chicago, Illinois  
Giant Textured Beads. American Printing House for the Blind; Louisville, Kentucky  
Foughness Discrimination Test. American Printing House for the Blind; Louisville, Kentucky  
Textured Card Set. Tactile Aids for the Blind; Des Moines, Iowa  
Touch and Tell. Beckley-Cardy; Chicago, Illinois  
Wonder Blocks. Tactile Aids for the Blind; Des Moines, Iowa

## REFERENCES

Johnson, Ysabel. A Blind Child Becomes A Member of Your Class. New York; American Foundation for the Blind, 1961.  
Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.  
University of Oklahoma Health Sciences Center. Tactile Discrimination. Oklahoma: South Central Region for Services to Deaf-Blind Children.

D. COLOR

Characteristics: names, shades, tints, bright, dull, glossy, light, dark, primary, secondary, tertiary colors, etc. (Students having light and dark residual vision might also benefit from these activities)

| ABILITIES   | SPECIFIC CHARACTERISTIC             | ACTIVITY EXAMPLE   | COMMENT |
|-------------|-------------------------------------|--|---------|
| Identifying | light, dark                         | Given light and dark shades of colors (construction paper), the student will identify light and dark |         |
| Describing  | primary, secondary, tertiary colors | Given these names, the student will describe the color combinations                                  |         |
| Labeling    | names                               | Given the work "red" the student will collect all the objects in the room which are red              |         |
| Grouping    |                                     |  |         |
| Sorting     | shades                              | Given a box of broken crayons, the student will sort the crayons according to color                  |         |
| Ordering    |                                     |  |         |
| Copying     |                                     |  |         |
| Patterning  |                                     |  |         |
| Contrasting |                                     |  |         |

## MATERIALS

Colored Inch Cubes and Design Cards. Developmental Learning Materials; Niles, Illinois  
Color Lotto. Beckley-Cardy; Chicago, Illinois  
Color Pattern Board. Ideal School Supply Company; Oak Lawn, Illinois  
Colors and Shapes Games. Playakool. Beckley-Cardy; Chicago, Illinois  
Cross the Brook. Beckley-Cardy; Chicago, Illinois  
Large Parquetry and Design Cards. Developmental Learning Materials; Niles, Illinois  
Mixing Colors. Instructor Curriculum Material. Constructive Plaything; Kansas City, Missouri  
Peg Board and Design Cards. Developmental Learning Materials; Niles, Illinois  
Same and Different Colors. Developmental Learning Materials; Niles, Illinois  
Stringing Beads and Patterns. Beckley-Cardy; Chicago, Illinois

## REFERENCES

Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.



E. WEIGHT

Characteristics: light, heavy, medium, pound, ounce, gram, ton, liquid measure, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC                     | ACTIVITY EXAMPLE   | COMMENT |
|-------------|---|--|---------|
| Identifying | 1/2 pint, pint, quart<br>1/2 gallon, gallon | Given these volume containers, the student will name the content of each   |         |
| Describing  |   |  |         |
| Labeling    |   |  |         |
| Grouping    |   |  |         |
| Sorting     | light, heavy                                | Given six classroom items, the student will sort into two groups by weight   |         |
| Ordering    | lightest, heaviest                          | Given a pan balance, weights, and objects of various metals, the student will sequentially order the objects beginning with the lightest |         |
| Copying     |   |  |         |
| Patterning  |   |  |         |
| Contrasting |   |  |         |

MATERIALS

Basic Weight Tablets. Montessori. Daigger and Company; Chicago, Illinois

Comparison Balance. Developmental Learning Materials; Niles, Illinois

Equalizer Balancer. Creative Publications; Palo Alto, California

Metric Aluminum Liquid Measures. Creative Publications; Palo Alto, California

One Piece Balance. Creative Publications; Palo Alto, California

Science Measurements Kit. American Printing House for the Blind; Louisville, Kentucky

Single Beam Balance Scale with Metric Weights. Ideal. Beckley-Cardy; Chicago, Illinois

Stackable Plastic Weights. Dick Blick; Galesburg, Illinois

Sum-Stick. Beckley-Cardy; Chicago, Illinois

Wood Set of Liquid Measures. Beckley-Cardy; Chicago, Illinois

REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

**LOCATION**

Characteristics: would be found in...classroom, bedroom, home, school, community; on street, sidewalk, driveway, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC | ACTIVITY EXAMPLE  | CONCEPT |
|-------------|-------------------------|---|---------|
| Identifying | bathroom                | Given the phrase "bathroom items", the student will identify items found in a bathroom    |         |
| Describing  | bedroom, kitchen        | Given a specific room, the student will describe items found in that room and their usage |         |
| Labeling    |                         |   |         |
| Grouping    | yard, workshop, kitchen | Given a variety of tools, the student will tell where they are found                      |         |
| Sorting     |                         |   |         |
| Ordering    |                         |   |         |
| Copying     |                         |   |         |
| Patterning  |                         |   |         |
| Contrasting | home, school            | Given these locations, the student will discuss their differences                         |         |

MATERIALS

Around the School. Instructor Curriculum Materials. Beckley-Cardy; Chicago, Illinois  
Poll House and Furniture. Beckley-Cardy; Chicago, Illinois  
Places We Go. Instructor Curriculum Materials. Beckley-Cardy; Chicago, Illinois  
Playskool Village. Beckley-Cardy; Chicago, Illinois  
Play Stores. Beckley-Cardy; Chicago, Illinois  
Where We Live. Instructor Curriculum Materials. Beckley-Cardy; Chicago, Illinois

REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.  
Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.

Characteristics: cleaning tools, wearing items, edibles, playing items, cooking utensils, bedtime items, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-------------------------|---|---------|
| Identifying | cooking utensils        | Given a kitchen tool, the student will identify it and verbalize its use  |         |
| Describing  | cleaning tools          | Given a variety of cleaning tools, the student will describe its purpose and how to use it                        |         |
| Labeling    | edibles                 | Given a variety of foods, the student will label or tag according to fruits, vegetables, etc.                     |         |
| Grouping    |                         |   |         |
| Sorting     | wearing items           | Given a box of clothing, the student will sort according to underwear, inside playclothes, outdoor garments, etc. |         |
| Ordering    |                         |   |         |
| Copying     |                         |   |         |
| Patterning  |                         |   |         |
| Contrasting |                         |   |         |

MATERIALS

- Carpenter Tool Chest. Dick Blick; Galesburg, Illinois
- Classification Game. Beckley-Cardy; Chicago, Illinois
- Classification: Things a Family Uses. Beckley-Cardy; Chicago, Illinois
- Cooking Utensils. Beckley-Cardy; Chicago, Illinois
- Housecleaning Set. Beckley-Cardy; Chicago, Illinois
- 4 Picture Card Games. Milton Bradley. Beckley-Cardy; Chicago, Illinois
- Tea Set. Beckley-Cardy; Chicago, Illinois
- Vegetable and Fruit Poster Cards. Milton Bradley. Beckley-Cardy; Chicago, Illinois
- We Learn to Classify. (Duplicating Master) Constructive Plaything; Kansas City, Missouri

REFERENCES

H. POSITION

Characteristics: low, high, up, down, in front, in back, between, next to, across from, on over, near, far, distance of footage, left, right, body height, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC          | ACTIVITY EXAMPLE   | COMMENT |
|-------------|----------------------------------|--|---------|
| Identifying | low, high                        | The student will follow the directions of "Simon Says" (i.e., Simon Says, "bend low," etc.)          |         |
| Describing  | on, under                        | Given objects, upon direction the student will place them on and under the table                     |         |
| Labeling    | shoulder high                    | Given the term shoulder high, the student will label all the items in the room which are this height |         |
| Grouping    |                                  |  |         |
| Sorting     |                                  |  |         |
| Ordering    |                                  |  |         |
| Copying     |                                  |  |         |
| Patterning  |                                  |  |         |
| Contrasting | top, bottom, middle, left, right | Given a paper, the student will find the top, bottom, middle, left and right sides                   |         |

MATERIALS

Cross the Brook. Beckley-Cardy; Chicago, Illinois  
Opposites. Milton Bradley. Beckley-Cardy; Chicago, Illinois  
Positions in Space. Instructor Curriculum Materials. Beckley-Cardy; Chicago, Illinois  
Space Relationship Cards. Milton Bradley. Beckley-Cardy; Chicago, Illinois

REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan:  
Michigan School for the Blind.  
Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually  
Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.



**I. MOVEMENT**

Characteristics: can be moved, is moving, stationary, fast, slow, quick, jerky, smooth, running, skipping, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-------------------------|---|---------|
| Identifying | slow, fast              | Using his own body, the student will identify fast and slow movements                           |         |
| Describing  | smooth, jerky           | Given these two concepts, the student will describe them  |         |
| Labeling    |                         |   |         |
| Grouping    |                         |   |         |
| Sorting     |                         |   |         |
| Ordering    |                         |   |         |
| Copying     | skipping, running       | Given a demonstration, the student will repeat the movements                                    |         |
| Patterning  |                         |   |         |
| Contrasting | manual, mechanical      | Given 2 toy cars, one mechanically operated, the student will explain how the cars can be moved |         |

### MATERIALS

Basic Creative Rhythms. (Record Album). Beckley-Cardy; Chicago, Illinois  
Flip N' Skip. Constructive Playthings; Kansas City, Missouri  
Rhythm Records. Beckley-Cardy; Chicago, Illinois  
Scooter Board. Beckley-Cardy; Chicago, Illinois  
Twister Game. Milton Bradley. Beckley-Cardy; Chicago, Illinois

### REFERENCES

Parlin, Anne and Paul. The Art of Learning Through Movement. California: Ward, Titchie Press, 1971.  
Dimondstein, Geraldine. Children Dance in the Classroom. New York: Macmillan, 1971.  
Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.  
Wiener, J. and Lidstone J. Creative Movement for Children. New Jersey: Van Nostrand, 1969.

**J. TIME**

**Characteristics:** hours, minutes, seconds, weeks, days, months, years; morning, day, afternoon, night

| ABILITIES   | SPECIFIC CHARACTERISTIC     | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-----------------------------|---|---------|
| Identifying | days, weeks, months         | Given "year" as a constant, the student will give equivalencies in days, weeks, months              |         |
| Describing  |                             |   |         |
| Labeling    | morning, afternoon, evening | Given the time of day, the student will label the hours of that period                              |         |
| Grouping    |                             |   |         |
| Sorting     |                             |   |         |
| Ordering    | morning, night              | Given a series of personal items, the student will sequence them according to the time of their use |         |
| Copying     |                             |   |         |
| Patterning  |                             |   |         |
| Contrasting |                             |   |         |

MATERIALS

Clockface with Raised Ink-Print and Braille Numbers. American Printing House for the Blind; Louisville, Kentucky

Create-a-Clock. Beckley-Cardy; Chicago, Illinois

Date Wheel. Developmental Learning Materials; Niles, Illinois

Magnetic Calendar Board. Beckley-Cardy; Chicago, Illinois

Pocket Braille Calendar. American Foundation for the Blind; New York, New York

Sequential Calendar. Developmental Learning Materials; Niles, Illinois

Today's Date Box. Developmental Learning Materials; Niles, Illinois

REFERENCES

Math Curriculum Guides may be used in teaching the concept of time.

Characteristics: loud, soft, harsh, high, low, pitch, frequency, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC    | ACTIVITY EXAMPLE  | COMMENT |
|-------------|----------------------------|---|---------|
| Identifying | Specific types of loudness | Using an appropriate record, the student will identify car (train, plane, etc.)                                     |         |
| Describing  | high, low                  | sounds such as: screech, roar of engine, etc.<br>Given sounds, (guitar, piano), the student will describe the pitch |         |
| Labeling    |                            |   |         |
| Grouping    |                            |   |         |
| Sorting     |                            |   |         |
| Ordering    |                            |   |         |
| Copying     | loud, soft                 | Given a drum, the student will repeat a loud-soft beat which he hears   |         |
| Patterning  |                            |   |         |
| Contrasting |                            |   |         |

MATERIALS

Child's World of Sounds. (album & cassette). Bowmar, Co.; Valhalla, New York

Fundamentals of Sound. Beckley-Cardy; Chicago, Illinois

Rhythm Band Instruments. Creative Playthings. Beckley-Cardy; Chicago, Illinois

Sound Cylinders Montessori. Daigger and Company; Chicago, Illinois

Sound Experiments. Beckley-Cardy; Chicago, Illinois

Sound Records. Folkways Scholastic Records; Englewood Cliffs, New Jersey

REFERENCES

Johnson, Ysabel. A Blind Child Becomes A Member of Your Class. New York: American Foundation for the Blind, 1961.

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

L. TASTE

Characteristics: sweet, sour, bitter, bland, salty, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC | ACTIVITY EXAMPLE   | COMMENT |
|-------------|-------------------------|--|---------|
| Identifying | salty, bland            | Given the same food salted and unsalted, the student will identify the salted food                           |         |
| Describing  |                         |  |         |
| Labeling    | sweet, sour             | Given three juices (orange, grapefruit, kool-aid), the student will label which are sweet and which are sour |         |
| Grouping    | spicy                   | Given three spicy products and one non-spicy product, the student will group the three that are similar      |         |
| Sorting     |                         |  |         |
| Ordering    |                         |  |         |
| Copying     |                         |  |         |
| Patterning  |                         |  |         |
| Contrasting |                         |  |         |

MATERIALS

The teacher will need to provide materials depending on the specific activity. Due to spoilage of foods, commercial materials are not available.

REFERENCES



Characteristics: sweet, sour, spicy, stale, fresh, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC   | ACTIVITY EXAMPLE  | COMMENT |
|-------------|---------------------------|---|---------|
| Identifying | sweet, spicy, fresh, etc. | Taken for a walk in the neighborhood, the student will identify a store by its specific odor                |         |
| Describing  |                           |   |         |
| Labeling    | stale, sweet              | Given a variety of common foods, the student will label the food through smell                              |         |
| Grouping    | spicy, sweet              | Given three samples of cinnamon and one of powdered chocolate, the student will group those which are spicy |         |
| Sorting     |                           |   |         |
| Ordering    |                           |   |         |
| Copying     |                           |   |         |
| Patterning  |                           |   |         |
| Contrasting |                           |   |         |

MATERIALS

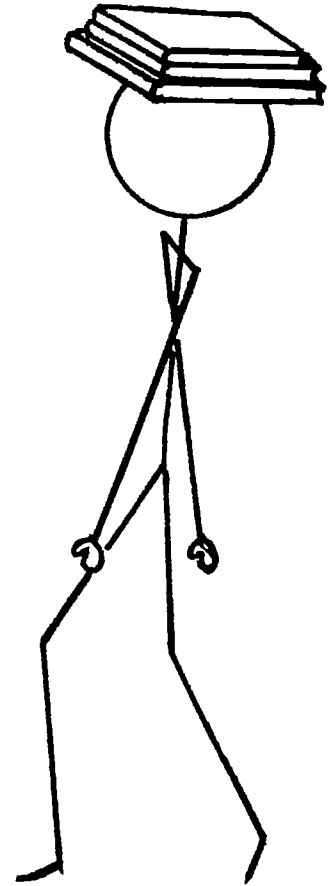
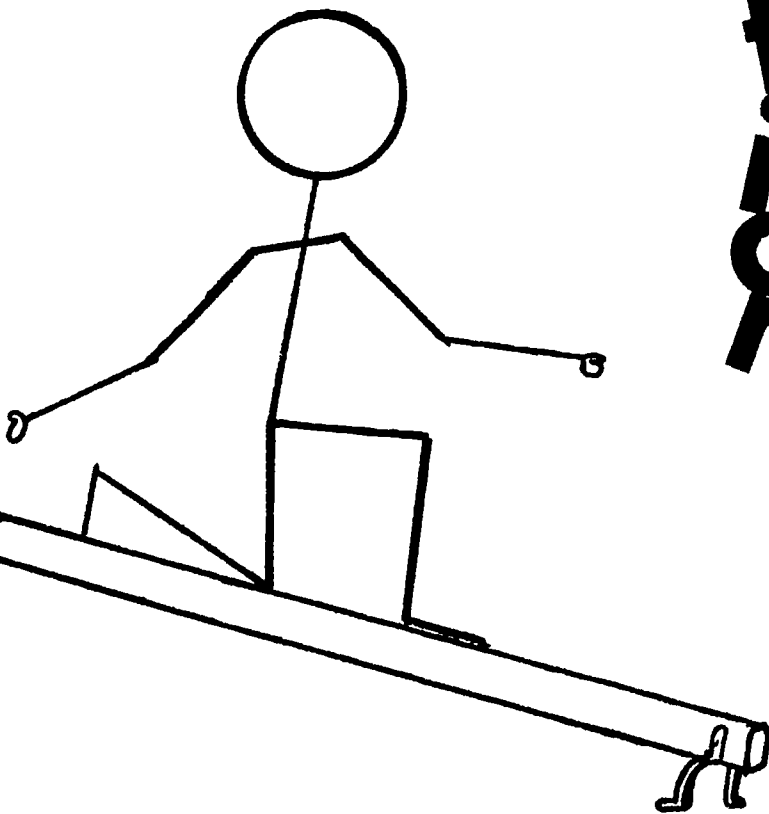
Scratch and Sniff Books. Golden Press; Available in Book Stores  
Scratch and Sniff Braille Books. Howe Press; Watertown, Massachusetts  
Sanford's Fragrant Mr. Sketch Instant Water Colors. Beckley-Gardy; Chicago, Illinois

REFERENCES

Johnson, Ysabel. A Blind Child Becomes A Member of Your Class. New York: American Foundation for the Blind, 1961.  
Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.  
Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.

# MOTOR

## Coordination



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ACKNOWLEDGEMENTS

Committee Chairman: Ned Jackson  
Orientation & Mobility Specialist  
Illinois Braille and Sight Saving School  
Jacksonville, Illinois

Committee Members: Gail Lieberman  
Program Specialist  
Office of Superintendent of Public Instruction  
Springfield, Illinois

Noel Stephens  
Orientation & Mobility Specialist  
Coordinator for the Visually Impaired  
Northwestern Illinois Association  
DeKalb, Illinois

Peggy Wawerski  
Student  
Illinois Braille and Sight Saving School  
Jacksonville, Illinois

## INTRODUCTION

Motor coordination refers to the youngster's ability to perform muscular activities with skill and balance. This section presents a variety of skills which are desirable for all youngsters to develop in order to function smoothly and efficiently throughout life. Assimilation of these movements is generally accomplished through exploration and observation during the growth and developmental process. Many visually impaired youngsters may not profit from a visual stimulus alone and may need to be "shown" the most simple body movements.

A motor coordination checklist is included as a check sheet for each student as to whether they can or cannot perform the specific skill. An individual record can be kept for pre and post testing.

Each skill is defined and presented with two activities plus assessment guidelines. The descriptive activity is the teacher's direct statement to the student. If the student is unable to perform the skill adequately, the teacher refers to the maneuvering activity. This activity provides basic instruction in working with the youngster.

Additional activities, materials and references are included for your information. You are encouraged to add other sources on these pages for your personal use. In working with these skills it is also suggested you consult your school district's Physical Education Curriculum Guide for further ideas.

MOTOR COORDINATION CHECKLIST

| OBJECTIVES | COMMENT | OBJECTIVES      | COMMENT |
|------------|---------|-----------------|---------|
| Lie Down   |         | Gallop          |         |
| Roll       |         | Skip            |         |
| Scoot      |         | Stretch         |         |
| Sit        |         | Push and Pull   |         |
| Kneel      |         | Twist           |         |
| Crawl      |         | Bend            |         |
| Stand      |         | Stoop and Squat |         |
| Walk       |         | Climb           |         |
| March      |         | Grasp           |         |
| Jump       |         | Throw           |         |
| Hop        |         |                 |         |
| Run        |         |                 |         |
| Side-Step  |         |                 |         |

#### A. LIE DOWN

To assume a reclining position; to place for sleep

##### Descriptive Activity

Lie on your back with your feet straight out.

##### Maneuvering Activity

The student should be in a sitting position on a low table, floor or mat. Swing his legs up so they are on the horizontal surface. If necessary, swing the student's legs from the knee area. Gently propel him with support back down towards the surface in order for his upper trunk to be lying flat.

##### Assessment

Ability to contact legs and trunk with horizontal surface

#### ACTIVITIES

##### House Play

Have students play "house" and pretend it is time to go to bed.

##### Doll Play

Using dolls, have students put them in a "sleeping" position.

##### Nap Time

Have a rest period for student in which they recline on mats.

##### Exercises

Have students lie on mats and do a variety of feet and/or arm exercises in that position.



### MATERIALS

Dolls. Constructive Playthings; Kansas City, Missouri

Fold-A-Mats. Constructive Playthings; Kansas City, Missouri

Vestibular Board. Constructive Playthings; Kansas City, Missouri

### REFERENCES

Craig, Marjorie. Miss Craig's Growing Up Exercises. New York: Random House, 1973.

## B. ROLL

To move by turning on an axis over and over

### Descriptive Activity

Lie on your back with your legs straight and arms stretched overhead. Cross your right leg over the left until your body turns over and you are lying on your stomach. Repeat by crossing your left leg over the right to turn from your stomach to your back. Continue rolling over and over in the same direction.

### Maneuvering Activity

The teacher kneels near the student's hips and aids in any body manipulation indicated above, if necessary. For this activity, the teacher kneels on the opposite side of the direction the student is rolling.

### Assessment

Ability to independently perform this activity

## ACTIVITIES

### Log Roll

Have the student pretend he is a log as he continuously rolls in a cleared area.

### Hill Roll

From the top of a hill, the student allows his body to roll down the hill.

### Roll Change

Direct the student as to whether he should roll to his right or his left. As the student progresses, change directions rapidly.

### Rolling Race

In a large open space area students roll from a common starting point. First to reach the finish line wins.

## MATERIALS

Aerobat. Dick Blick; Galesburg, Illinois

Crawl Through Play Tunnel. Beckley-Cardy; Chicago, Illinois

Fun Barrel. Constructive Playthings; Kansas City, Missouri

Roll Around. Constructive Playthings; Kansas City, Missouri

## REFERENCES

### C. SCOOT

To move forward with the aid of the arms while sitting on the floor with legs extended

#### Descriptive Activity

Sit on the floor with your legs in front of you with knees bent. Put your arms at your side but slightly to the back of you with your fingers facing the back. Extend your feet slightly as you pull with your heels and push with your arms. Repeat the same procedure.

#### Maneuvering Activity

The youngster sits on floor with his legs flat in front of him. The teacher positions herself next to the student and lifts his legs up at the knee and assists him in moving forward with a pulling motion. His hands should be slightly behind the back and to the sides and they should aid in pushing.

#### Assessment

Ability to move forward while sitting on the floor and maintaining balance

### ACTIVITIES

#### Scoot Race

Have the students scoot toward an object (audible if necessary) and the first to the finish line is the winner.

#### Variety Scoot

The teacher calls out various directions (backward, forward, sideward, etc.) for the students to scoot. This may be done to the tempo of music.

#### Easy Scoot

Using scooter boards, the students race to the finish line.

MATERIALS

Gym Scooters. Beckley-Cardy; Chicago, Illinois

Scooter Board. Beckley-Cardy; Chicago, Illinois

REFERENCES

#### D. SIT

To rest on a seat or chair in an erect manner in normal position

##### Descriptive Activity

Sit on a bench (one that has no back support) with your back straight, head held up with chin parallel to the floor, and feet flat on the floor.

##### Maneuvering Activity

The student should be given a chair suitable for his height and without a back support. His back side should be straight and feet flat on the floor in front of the chair. The head should be held up with chin parallel to the floor. If necessary, manipulate the parts of his body to achieve the proper position or have the student "feel" another's body who is in proper position.

##### Assessment

Ability to maintain proper posture when sitting on a bench or chair without support from another person or object without constant reminding

### ACTIVITIES

#### Object Try-Out

Have student sit in and on various objects (box, tire, etc.).

#### Cross Legs

Have student sit on the floor in "Indian" style.

#### Sit and Tell

Have student sit against different textured objects and have him describe and identify the texture.

#### Sit and Work

In a sitting position have the student perform a variety of hand movements and/or exercises.

#### Sit Correctly

While sitting, have the student demonstrate proper and improper sitting postures.

### MATERIALS

Coaster Seat. Constructive Playthings; Kansas City, Missouri

Dyna Balance Rocking Platform. Developmental Learning Materials; Niles, Illinois

Flying Saucer. Beckley-Gardy; Chicago, Illinois

### REFERENCES

Craig, Marjorie. Miss Craig's Growing Up Exercises. New York: Randon House, 1973.

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped.  
Pennsylvania: Lea and Febiger, 1969.

## E.. KNEEL

To bend or rest on one's knee or knees

### Descriptive Activity

Lower your body by bending your knees slowly until one or both knees are in contact with the ground.

### Maneuvering Activity

In a standing position, bend the student's knee by lifting the foot to the rear of his body indicating this is how both legs should be when kneeling down. Stand to the side or in front of the student and assist with balance while he lowers himself into position.

### Assessment

Ability to assume correct position and maintain balance

## ACTIVITIES

### Kneel Exercise

Have the student do a variety of hand and body exercises from a kneeling position.

### Kneel Stunts

Have the student stand with toes on a line and without using hand or moving the feet he should kneel down and get up again.

In a kneeling position with arms backwards have the student swing arms forward and jump to a stand.

### Kneel Walk

In a kneeling position, have the student "walk" to a specific object within the room. This can be adapted for groups and the first to the object is the winner.



### MATERIALS

Dyna Balance Rocking Platform. Developmental Learning Materials; Niles, Illinois

Fold-A-Mats. Constructive Playthings; Kansas City, Missouri

Gym Scooters. Beckley-Cardy; Chicago, Illinois

### REFERENCES

## F. CRAWL

To move on hands and knees in a smooth, coordinated way

### Descriptive Activity

Kneel down and with your back parallel to the floor, touch the floor with your hands while your arms are held straight. Moving alternating hands and legs together, move your body.

### Maneuvering Activity

As the student kneels on the floor, manipulate his arms, hands and back into position, or have him "look" at someone who is in proper position. Demonstrate cross-diagonal crawling, moving opposite arm and leg together.

### Assessment

Ability to move in a smooth manner and maintain bilateral coordination

## ACTIVITIES

### Follow the Music

Have the student crawl to music by corresponding his movements to the tempo of the music.

### Animal Imitation

Have the students imitate animal patterns while crawling (i.e., fast like a horse; slow like a turtle).

### Find the Timer

Have the student crawl forward and backward to an audible goal (kitchen timer).

### Follow the Layout

The teacher will have different textures for opposite arms and legs laid out in a pattern on the floor. The student will follow the layout, being sure the texture he feels with the right hand/left leg are the same and the textures of the left hand/right leg are the same.

### Snake Crawl

Have the students crawl on their stomach in snake-like fashion.

MATERIALS

Creepy Crawly Caterpillar. (Record). Educational Record Sales; El Segundo, California

Fun Tunnel. Constructive Playthings; Kansas City, Missouri

Tunnel of Fun. Constructive Playthings; Kansas City, Missouri

REFERENCES

## G. STAND

To be upright on the feet in an erect manner

### Descriptive Activity

With your feet parallel to the floor, stand in an upright position. Your head should be held up with chin parallel to the floor.

### Maneuvering Activity

Have the student stand against a flat surface with his shoulder blades and heels against the surface. Head is centered and held upright, with chin parallel to the floor. Stomach muscles are held in. This can be demonstrated on the student or he can "feel" another's body who is in correct position. After these are demonstrated the student should resume the same posture without the aid of a surface.

### Assessment

Ability to maintain an erect posture

## ACTIVITIES

### Stand and Tell

Have the student explain and demonstrate correct and incorrect standing postures.

### Stand and Exercise

While in a standing position, have the students perform various exercises.

### Stand with Feelings

Have the students stand as if they felt happy, "tall", tired, "small", excited, etc.

#### MATERIALS

Balance Beam. Constructive Playthings; Kansas City, Missouri

Stepping Blocks. Constructive Playthings; Kansas City, Missouri

#### REFERENCES

Craig, Marjorie. Miss Craig's Growing Up Exercises. New York: Random House, 1973.

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

## H. WALK

To move erect in a coordinated upright fashion without support by transferring the weight from one foot to another

### Descriptive Activity

Hold your body erect and move your legs forward one at a time with your hips slightly swiveling.

### Maneuvering Activity

Have the student achieve a standing posture (body erect, weight evenly distributed on both feet, shoulders level, head held high with the chin parallel to the ground). Position yourself behind the student and explain as you go. Move his legs forward one at a time, slightly swiveling his hips so that he is propelled forward while upright. There should be a "give" in the knees as the heels touch the floor. Lift the knees if there is a tendency to shuffle or drag feet. The foot movement should be an easy roll from the heel, to the ball of the foot, up and over the toe, with toe pointing forward. Remind the student to keep his face forward in the direction of the walk.

### Assessment

Ability to hold the body erect and easy as bilateral coordination is maintained

## ACTIVITIES

### Rhythm Walk

Have the student walk according to the tempo of the rhythm.

### Follow the Walking Leader

One student is the leader as he moves throughout the room the other students follow him. Walking movements of all types can be used (forward, sideward, backward, tiptoe, walk small, wide, narrow, etc.)

### Step Sizes

Have the students walk like an animal (i.e., bird, elephant, dog, etc.)

### Balance Yourself

Use a balance beam in having the students walk forward and backward. Start with a wide beam and gradually decrease the width.

### Feel Walk

Have the students walk as if they were happy, sad, angry, excited, etc.

### MATERIALS

- Adjustable High Hop Stilts. Constructive Playthings; Kansas City, Missouri
- Dyna-Balance Walking Board. Developmental Learning Materials; Niles, Illinois
- Stepping Blocks. Constructive Playthings; Kansas City, Missouri
- Stepping Stones-Geometric Shapes. Beckley-Cardy; Chicago, Illinois
- Tac Tracks. Developmental Learning Materials; Niles, Illinois
- Walk-On Number Line. Beckley-Cardy; Chicago, Illinois

### REFERENCES

- Lowndes, Betty. Movement and Creative Drama for Children. Massachusetts: Plays, Inc., 1971.
- Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967.
- Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

## I. MARCH

To walk with an "exaggerated" knee lift

### Descriptive Activity

Raise your knees up high at every step as you walk.

### Maneuvering Activity

Position yourself behind (or in front of) the student. When he is about to walk and raise one foot, put your hand under his knee/thigh and raise it up high, telling him as you go. Alternate this method with the other foot.

### Assessment

Ability to raise knees properly when marching and maintaining balance

## ACTIVITIES

### Hup Two Three

Have the students pretend to be soldiers or a marching band as they march around the room.

### Marching Time

Have the students march in time to clapping or stimulating music.

### Obstacle March

Have the students march over obstacles. This will aid in raising their knees.

### Back n' Forth

The teacher or leader will call out directions as to whether the students march forward or backward. Have the students march according to the tempo of the music.



### MATERIALS

Rhythm Instruments. Beckley-Cardy; Chicago, Illinois

Stepping Stones. Constructive Playthings; Kansas City, Missouri

Tac Tracks. Developmental Learning Materials; Niles, Illinois

World of Marches. (Record). Educational Record Sales; El Segundo, California

### REFERENCES

Bryant, Rosalie and Oliver, McLean Eloise. Fun and Fitness Through Elementary Physical Education. New York: Parker Publishing Co., Inc., 1967.

## J. JUMP

To spring from one or both feet and land on both feet

### Descriptive Activity

Upward Jump - Your upper body leans slightly forward and your elbows are flexed while your knees are bent. Thrust your body up to extend your legs off the ground. Land on both feet followed by bend knees.

Forward Jump - Lean your body forward and extend your arms backward to balance the forward lean of your body. Bend your knees. Your arms are thrust forward at the same time your legs are forcefully extended. Land on both feet with your knees bent.

### Maneuvering Activity

Upward Jump - The student stands behind the teacher with hands at teacher's elbows while the teacher describes her body movements as she demonstrates. Student attempts the activity as the teacher helps manipulate arms and legs into correct position.

Forward Jump - Same as above, but the teacher may stand either behind or beside the student while demonstrating.

### Assessment

Ability to maintain balance and land on both feet when one jumps.

## ACTIVITIES

### Music Jump

Have the students jump to the tempo of music being played (vary the tempo).

### Variations in Space

Have the students jump forward, backward, while turning, etc.

### Variations in Form

Have the students jump on their toes, squat jumps, straddle jumps, etc.

### Relay Races

Improvise relay races using a variety of jump patterns.

### Jump Rope

Have students do independent or partner rope jumping with or without music.

### Jump and Reach

Place objects and/or targets for the students to jump to.

### Progress Check

Students may measure their progress by keeping a chart of height and/or distance (broad) jumping.

### MATERIALS

- Bouncing Tube. Constructive Playthings; Kansas City, Missouri
- Deluxe Pogo Stick. Constructive Playthings; Kansas City, Missouri
- Jump Board. Constructive Playthings; Kansas City, Missouri
- Jump Ropes. Beckley-Cardy; Chicago, Illinois
- Safety Bounce. Constructive Playthings; Kansas City, Missouri

### REFERENCES

- Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.
- Geri, Frank. Games, Rhythms and Stunts for Children. New Jersey: Prentice-Hall, Inc., 1957.
- Lowndes, Betty. Movement and Creative Drama for Children. Massachusetts: Plays, Inc., 1971.
- Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

## K. HOP

To spring from one foot and land on the same foot

### Descriptive Activity

Stand on one foot, keeping the other foot off the ground with knee bent. Bend your knee and forcefully jump upward and land on the same foot.

### Maneuvering Activity

Teacher stands behind the student and places her hands on either the student's waist or under his elbows. Have the student stand on one foot with the other foot off the ground (the knee should be bent to the back). Bend the knee slightly forward of the foot that is on the ground and jump upward. Assist in balance as needed. The student lands on the ball of his foot.

### Assessment

Ability to hop on ball of foot and maintain balance

## ACTIVITIES

### Hop in Space

Have student (or partners) hop in place, forward, backward, turn patterns, etc. This can be done to the tempo of music (vary the tempo).

### Rope Hop

Have students jump rope using one leg.

### Relay Hops

Set up a variety of hop patterns for relay hopping.

### Listen Carefully

Set up a variety of movement patterns the student must follow (i.e., hop, step, jump, etc.).

### MATERIALS

Cross the Brook. Ideal School Supply Co.; Oak Lawn, Illinois

Hopscotch. Constructive Playthings; Kansas City, Missouri

Wide Balance Bridge. Beckley-Cardy; Chicago, Illinois

### REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

## L. RUN

To propel ones' self forward in a pendulum type movement with a period of no support

### Descriptive Activity

Running is similar to walking but more rapid. Your body leans slightly forward and knees are raised higher than in walking. Contact with the ground is with the ball of your foot. Your arms swing is coordinated with legs, similar to walking, but your elbows are bent and movement is at a more rapid rate.

### Maneuvering Activity

Have the student stand beside the teacher and grasp the teacher's hand or elbow, depending on the height of the student. The teacher should begin to jog and correct the students performance. Knees should be high and at least parallel to the ground with toes pointed straight forward. Weight is on the ball of the foot. Elbows are at right angles with the hands closed but not clinched. Arms should swing freely at the side, avoiding excessive twisting of the shoulders. Speed and forward movement gradually increases as the student becomes more proficient with the jogging stage. In forward running the upper body is straight and leaning as far forward as possible without falling.

### Assessment

Ability to maintain balance while using the proper running techniques

## ACTIVITIES

### Guide and Run

Have student run independently with the use of a guide wire.

### Music Run

Have the student run in place or forward to the tempo of music.

### Variation Runs

Have students run backward, forward, in place, on toes, on whole foot, etc. Set up a pattern for them to follow or have them set up their own pattern.

### Run As If...

Have the students run as if they were the wind, a fire engine, a tiger, a baby, etc.

### MATERIALS

Developing Everyday Skills. (Record Album). Constructive Playthings; Kansas City, Missouri

Physical Fitness Records. Beckley-Cardy; Chicago, Illinois

### REFERENCES

Lowndes, Betty, Movement and Creative Drama for Children. Massachusetts: Plays, Inc., 1971.

Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967.

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

## M. SIDE-STEP

To move to the side without turning the body or feet

### Descriptive Activity

While standing erect, move your right foot to the right and slide your left foot to meet the right foot (or vice versa).

### Maneuvering Activity

While the student is standing erect, the teacher moves his right foot slightly (about 12 inches). The left foot is then moved to touch the right one. As the student becomes more proficient, larger and more rapid steps may be taken while going in either direction

### Assessment

Ability to move to the side while maintaining balance and keeping body erect.

## ACTIVITIES

### Listen and Step

The teacher plays a beat on a hand drum as she moves about the room. The students side-step in the direction of the beat. Vary the tempo for the students to move fast or slow.

### Shape Change

Have the students side-step in a variety of shapes (i.e., circle, triangle, curve, etc.).

### Circle Step

Have the students form a circle and side-step to the right or left. The teacher will call out the direction and vary the change of pace.



### MATERIALS

Balance Beam. Constructive Playthings; Kansas City, Missouri

Tac Tracks. Developmental Learning Materials; Niles, Illinois

### REFERENCES

Bryant, Rosalie and Oliver, McLean Eloise. Fun and Fitness Through Elementary Physical Education. New York: Parker Publishing Co., Inc., 1967.

## N. GALLOP

To move repeatedly in a rapid, rhythmical and unilateral manner

### Descriptive Activity

Extend your right foot out and bring the left up to it. When your left toes come in contact with your right heel, quickly extend the right foot out again. (Reverse procedure for the left-side gallop).

### Maneuvering Activity

In the beginning stages, galloping is most easily done by moving sideward. The teacher and student face one another and grasp hands. Step sideward and close, gradually increase speed until a rhythm is attained (step-jump rhythm). Once this rhythm is attained the student should gallop forward.

### Assessment

Ability to perform movement smoothly, unilaterally and with rhythm

## ACTIVITIES

### Space Gallop

Have students gallop in a variation of patterns (i.e., sideward, turning, on toes, etc.).

### Dancé Gallop

Polka and Two-Step music can use the gallop for a dance variation.

### Horse Gallop

Have the students gallop as if they were a racing horse, pony, old horse, farm horse, tired horse, etc.

MATERIALS

Stick Wooden Horse. Constructive Playthings; Kansas City, Missouri

REFERENCES

Diamondstein, Geraldine. Children Dance in the Classroom. New York: The  
Mcmillan Co., 1971.

## O. SKIP

To move repeatedly in a bilateral manner consisting of a step and a hop with an uneven rhythm

### Descriptive Activity

Hop on your right foot and step with your left foot. Reverse the procedure now and hop on your left and step with your right foot. Your free leg is lifted slightly forward with the knee flexed.

### Maneuvering Activity

The student and teacher will stand side by side as the student does the following: walks forward while dipping the knees, increase the hobbing motion until it lifts the feet from the floor. Weight transference is from the ball to the heel.

### Assessment

Ability to perform movement smoothly, bilaterally and with rhythm

## ACTIVITIES

### Skip to Variety

Have student skip independently or with partners in various forms: skip long, short, high, on toes, with knees high, backward, etc. This can be done to music and the tempo should be varied.

### Skip Rope

Have the students skip across the room using a jump rope.

### Skipping Surfaces

Have the students pretend they are skipping on glass, hot coals, in space, in mud, on ice, etc.

### MATERIALS

Jump Ropes. Beckley-Cardy; Chicago, Illinois

Skip Rope. (Educational Record Album). Constructive Playthings; Kansas City, Missouri

### REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

## P. STRETCH

To move one or more parts of the body away from one another

### Descriptive Activity

Move your hands and arms and reach up over your head, or as high as you can (or move your arms to the sides, front, etc.).

### Maneuvering Activity

With the student in an upright position, put yourself behind (or in front of) him. Place his hands on his shoulders (your hands as an overlay). Slowly move his hands/arms up, past his neck, ears, and top of his head (resting briefly for points of reference), until they are in a vertical position. Let the student try to do this independently. Try the same routine to his side, etc., using the waist as a point of reference.

### Assessment

Ability to stretch parts through their full range of motion individually or as parts of coordinated movement involving two or more body parts.

## ACTIVITIES

### Stretch and Take

Hold an object above or to the side of a student and have him stretch for it until he can take it from you.

### Body Stretch

Have the students stretch in any direction following a slow music tempo.

### Direction Stretch

Have the students stretch their body in whatever direction the teacher calls (left, right, up, down, etc.).

### MATERIALS

Developing Everyday Skills. (Record Album). Constructive Playthings; Kansas City, Missouri

Doorway Gym Bar. Constructive Playthings; Kansas City, Missouri

Physical Fitness in Motion. Instructor Curriculum Materials, Beckley-Cardy; Chicago, Illinois

Physical Fitness Records. Beckley-Cardy; Chicago, Illinois

### REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967.

Walsh, John. The First Book of Physical Fitness. New York: Franklin Watts, Inc., 1961.

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## Q. PUSH and PULL

To move an object outward; To move an object toward ones' self

### Descriptive Activity

Pushing - Place an object in front of yourself. Place your hand upon it and move the object outward using either one of a combination of your hands, arms or your entire body.

Pulling - Grasp an object or person with your hand and/or arms and move the object toward yourself.

### Maneuvering Activity

Show the student what is meant by pushing and pulling by having him touch or grasp small objects on a table or other surface and move these objects toward himself (pull) or away from himself (push). Larger objects can be used in a progression of size until the student will be pushing and pulling quite sizeable objects such as desks, chairs, persons, etc.

### Assessment

Ability to demonstrate his knowledge of pushing and pulling by being able to move his desk by both means, a playmate in a wagon, participating in a tug of war game, etc.

## ACTIVITIES

### Indian Wrestle

Have student Indian Wrestle to experience the feeling of "push and pull."

### Let's Pretend

Have the students pretend they are pushing a toy truck, pushing a parked car; pulling an empty wagon, pulling a fifty pound bag of sand. Present contrasts and have them pantomime the movements in slow, normal and fast motion.

### Tug of War

Have students participate in a Tug of War rope pulling contest.



#### MATERIALS

Child-Size Wheelbarrow. Constructive Playthings; Kansas City, Missouri

Coaster Wagon. Constructive Playthings; Kansas City, Missouri

Doorway Gym Bar. Constructive Playthings; Kansas City, Missouri

Flying Saucer. Beckley-Cardy; Chicago, Illinois

Push Scooter. Beckley-Cardy; Chicago, Illinois

#### REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

Wheeler, Ruth and Hooley, Annes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

## R. TWIST

To move the body in a winding, spiral manner

### Descriptive Activity

Bend and turn your body at the waist, placing your upper trunk in a different plane than your hips and lower portions of the body.

### Maneuvering Activity

Help the student turn and bend his upper body in various positions (lying down, standing and sitting). This should enable youngsters to begin to realize a kinesthetic awareness of the change in body position.

### Assessment

Ability to twist the upper body to the right or left in the standing, sitting or prone position when given the verbal instruction to do so.

## ACTIVITIES

### Simon Says

A teacher or leader is chosen to direct the group in a series of moves and activities (i.e., Simon Says twist your body to the right, left, etc.). The group must follow only if the direction is preceded by the words "Simon Says." Any student who makes a mistake is excluded.

### Twister

If necessary the standard "Twister" game may be modified by placing on the board different textures and shapes of carpeting.

### Toe Touch

Have students perform exercises of touching the toes using opposite hand and foot.

### Body Twist

Have the students twist their bodies in any manner they wish in time to music being played (vary the tempo).

### MATERIALS

Carpet Square. (Record). Beckley-Cardy; Chicago, Illinois

Cross the Brook. Ideal School Supply Co.; Oak Lawn, Illinois

Flip N' Skip. Constructive Playthings; Kansas City, Missouri

Twister. Milton Bradley. Beckley-Cardy; Chicago, Illinois

### REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

## S. BEND

To perform an axial movement in which the arms, legs, head or trunk are inclined forward, backward or sideward

### Descriptive Activity

Your feet remain stationary while you move your arms, legs, head and upper body by lowering and straightening them in as many ways as possible.

### Maneuvering Activity

The teacher stands near the student and aids in manipulation of body positioning.

### Assessment

Ability of degree of flexibility and range of motion.

## ACTIVITIES

### Support Change

Alter the base of support (stand, kneel, sit) for the student to perform bending movements.

### Music Bend

Have the student bend in any manner he wishes according to the tempo of music.

### Windy Day

Have the students pretend they are trees (waist down is the trunk of the tree). Their "trunks" remain stationary but their branches bend all directions because it is a windy day. The wind may blow lightly or as if there is a terrific rain and wind storm.

MATERIALS

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

## T. STOOP and SQUAT

To crouch in varying degrees

### Descriptive Activity

Stoop - Bend your head, and lean your shoulders forward. This may include lowering your entire body by bending your knees.

Squat - Lower your entire body by bending your knees until you are seated on your heels. Your upper body may remain upright or head, shoulders and waist could bend forward.

### Maneuvering Activity

Stoop - Bend the students's head and lean his shoulders forward. Put a bar across the door so the opening is shorter than he is. Have him "stoop" through the opening positioning him as necessary.

Squat - Aid the student in lowering his body by bending his knees until he sits on his heels. Have him hold onto a table or give him support until he can maintain his own balance.

### Assessment

Ability to stoop and squat in varying degrees while maintaining balance

## ACTIVITIES

### Up and Down

Have the students move from a standing position to a squatting position by pretending they are bouncing balls, elevators, teeter-totters, etc.

### Stoop Tag

Have youngsters in a stooping position as they play tag.

### Duck Walk

Have the students in a squatting position with hands on waist. They will proceed to walk like a "duck" in this position.

### Blast-Off

In a squatting position have the students pretend they are rockets ready for "blast-off." During the countdown they gradually raise their bodies until they jump as high as possible on "blast-off."

MATERIALS

REFERENCES

Malsh, John. The First Book of Physical Fitness. New York: Franklin Watts, Inc., 1961.

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

## U. CLIMB

To raise one's body above ground level

### Descriptive Activity

Bring yourself from a lower to a higher elevation.

### Maneuvering Activity

The teacher should show or demonstrate on the student the movements necessary for climbing stairs, ladders, etc. (alternating foot method). Progress should go from the simple to the more complex. In the final climbing activities the student can be shown how to use the hand over hand method to climb a rope or small pole.

### Assessment

Ability to demonstrate climbing activities using various methods and apparatus.

## ACTIVITIES

### Relay Climb

Have a variety of obstacles the student must climb in order to complete a relay.

### Time Climb

Time the student as he climbs a variety of objects (stairs, ladder, etc.). A chart may be kept of his time to check improvement.

### Climb n' Race

Have two students climb the same object (ladder, stairs, etc.). The first to complete the climb is the winner.



### MATERIALS

Climbing Rope. Constructive Playthings; Kansas City, Missouri

Dome Climber. Beckley-Cardy; Chicago, Illinois

Hooked Ladders. Dick Blick; Galesburg, Illinois

Nesting Climbers. Beckley-Cardy; Chicago, Illinois

Rocking Boat. Constructive Playthings; Kansas City, Missouri

Rope Ladder. Constructive Playthings; Kansas City, Missouri

### REFERENCES

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped.  
Pennsylvania: Lea and Febiger, 1969.

## V. GRASP

To reach and seize an object

### Descriptive Activity

Place and hold an object tightly in your hand.

### Maneuvering Activity

Place the student's hand and fingers around an object and have him squeeze it (i.e., ball, broom, etc.).

### Assessment

Ability to demonstrate an effective grasp by grasping and manipulating various objects.

## ACTIVITIES

### Broom Winner

Have two students grasp a broom handle and raise it over their heads while they face each other. They bring the broom handle down without turning their hands. The first player whose hands turn loses.

### Grasp and Squeeze

Have students grasp and squeeze various sized objects.

## MATERIALS

Bean Bags. Beckley-Cardy; Chicago, Illinois

Clutch Ball. Constructive Playthings; Kansas City, Missouri

Dumbbells. Dick Blick; Galesburg, Illinois

Fun Balls. Beckley-Cardy; Chicago, Illinois

Pounding Bench. Playskool. Beckley-Cardy; Chicago, Illinois

## REFERENCES

## W. THROW

To propel an object by a forward thrust of the hand

### Descriptive Activity

Grasp an object in your hand and propel the object into space. Do this by thrusting your arm, hand, shoulder and upper body forward releasing the object from your hand into space.

### Maneuvering Activity

Show the student how to grasp an object in his hand, how to bring his hand, arm, and the object upward slightly above his head and then how to thrust his hand, arm, shoulder and upper body forward to make a throwing motion. Do this in slow motion and explain each step or movement until he gets some kinesthetic awareness of the motions involved in throwing. The final step is for the student to learn to release the object from his grasp at the proper moment in the forward thrust of the throwing movements.

### Assessment

Ability to throw an object correctly

## ACTIVITIES

### Bean Bag Toss

Have students throw bean bags into a waste basket, on a carpet, etc. If necessary an audible goal locator should be used (kitchen timer).

### Dodge Ball

Have students form a circle with one youngster in the middle. The students attempt to hit the youngster in the middle below his waist with a ball. If the youngster is hit he returns to the circle and the one who hit him is in the middle.

### Throw the Ball

Have students throw various sizes and types of balls either "free" throw or at specific targets. If needed, use audio balls.

### Sport Participation

Students participate in school sports (i.e., baseball, football, etc.).

### MATERIALS

Audio Ball. American Foundation for the Blind; New York, New York

Bean Bag Toss. Dick Blick; Galesburg, Illinois

Nerf Ball. Constructive Playthings; Kansas City, Missouri

Primary Yarn Ball. Beckley-Cardy; Chicago, Illinois

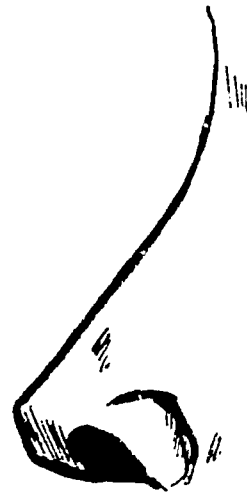
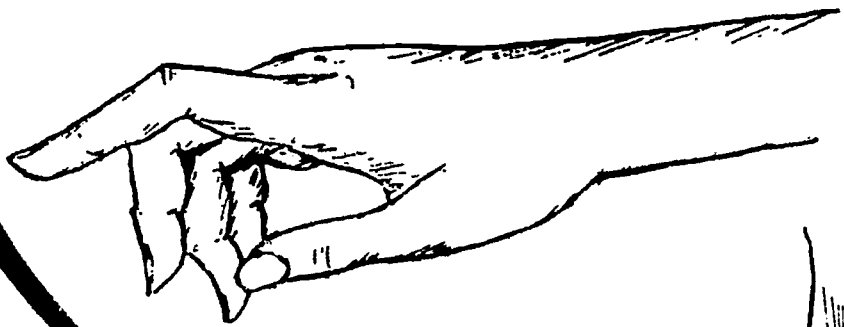
Table or Floor Ring Toss. Milton Bradley. Dick Blick; Galesburg, Illinois

### REFERENCES

American Association for Health, Physical Education, and Recreation. Knowledge and Understanding in Physical Education. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1969.

Bryant, Rosalie and Oliver, McLean Eloise. Fun and Fitness Through Elementary Physical Education. New York: Parker Publishing Co., Inc., 1967.

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Committee Chariman: Robert Gockman  
Orientation & Mobility Specialist  
Veterans Administration Hospital  
Hines, Illinois

Committee Members: Marie Axel  
SEDOL - Vision Consultant  
Lake County  
Gurnee, Illinois

Bobbie Cheaney  
Educational Specialist  
Office of Superintendent of Public Instruction  
Springfield, Illinois

Janet Floyd  
Orientation & Mobility Specialist  
South Metropolitan Association  
Harvey, Illinois

Robert Shaffer

Michael Thuis  
Orientation & Mobility Specialist  
Illinois State University  
Normal, Illinois



## INTRODUCTION

The success that an individual has with the orientation and mobility process is highly dependent upon that individual's perception of his environment. A visually impaired youngster must become aware of his development of his remaining senses. We can assist the youngster by teaching him how to interpret and be aware of all clues around him. If residual vision is present, all efforts should be made for effective utilization of vision in all activities. The youngster should be able to make use of sounds; recognize tactual clues and landmarks; recognize the smell of a bakery, the sound of an idling car and feel the declining sidewalks as he approaches the curb. In other words, he should be able to place all of his environmental clues in proper perspective so he can become entirely familiar with his surroundings and very knowledgeable about his whereabouts.

These essential skills, relative to sensory modalities, should be placed within the context of the educational situation. This section presents many activities, materials and references to enable the teacher to do this.

An evaluation chart is included for each sensory modality to serve as a guide in pre and post testing. A reference outline is also incorporated at the beginning of each sense to provide guidelines in each specific area. A list of the materials in the Low Vision Kit is included in this section.

These sensory modality areas are by no means complete. The teacher is encouraged to elaborate on materials, references and activities by adding ideas to these pages.

## I. VISION REFERENCE OUTLINE

### A. Residual Vision

#### 1. Definitions

- a. Light perception (LP): Knowledge of light and light changes; perceives light but doesn't localize.
- b. Light Projection (PLL): Ability to distinguish and determine light source; localizes light in one or more visual quadrants.
- c. Object-Form Perception (HM): Beginning with ability to count fingers, progressive to identification of forms.
- d. Partially Sighted: Measureable visual acuity within range of 20/70 to 20/200; in better eye after correction.
- e. Low Vision: Any functional degree of residual vision 20/40-20/200, best range for improvement; 20/200-20/600, good possibility for improvement.
- f. Visual Field
  - 1). Tunnel Vision: Central acuity of 20° or less in best eye after correction.
  - 2). Peripheral Vision: useful field of perception or projection in one or more visual quadrants - limited or no central acuity.

#### 2. Technical Aspects

- a. Recognition: The ability to clearly define visual form, relate characteristics, or name object.
- b. Discrimination: The ability to define a specific characteristics, such as color or form.
- c. Verification: The ability to receive information from other sensory modalities to verify specific visual input.
- d. Perception: The ability to combine all sensory information to develop total visual concept.

### B. Visual Impairment

#### 1. Evaluation

- a. Formal: Specialized professional evaluation from ophthalmologist or optometrist. Educational evaluation utilizing available standardized testing formats where applicable.  
NOTE: At present there is no standardized test of low vision functionality because of high number of variables.
- b. Informal: Done by classroom teacher and other professionals working with the youngster. Evaluation is primarily through observation in a variety of situations, academic and non-academic, familiar and unfamiliar. Specific factors may relate to the following areas:

- 1). Psychological condition exercise a definite influence on the visual functioning, such as motivation and confidence.
- 2). Environmental conditions (uncontrollable factors): weather, size, color, distance of objects, figure-ground contrast, intensity and angle of lighting, speed and angle of moving objects, etc.
- 3). Eye Pathology and Treatments: Cause of impairment, medication, fatigue, exercise, etc.

## 2. Training Programs

- a. On the basis of formal and informal evaluation, an individualized program is designed to meet the youngster's needs.
  - 1). Visual discrimination and stimulation is fostered using adapted and "regular" materials.
  - 2). Program for implementation of magnification
    - a). Refer the youngster to a Low Vision Aid Clinic or have the family consult their ophthalmologist or optometrist.
    - b). Have on hand a variety of magnification aids the student may test:
      - (1). Magnification can promote better recognition, discrimination, perception and stimulation.
      - (2). Use lowest magnification possible
      - (3). Magnification may be employed at three visual levels.
        - (a). Near-point vision: fourteen inches or closer.
        - (b). Intermediate vision: fourteen through twenty inches
        - (c). Distance vision: twenty inches or further
      - (4). Use lowest magnification possible
      - (5). As magnification increases:
        - (a). Field availability decreases
        - (b). Depth perceptual ability decreases
        - (c). Distance between objects decreases
        - (d). When motion is involved, speed of objects increases
        - (e). Probability of distortion increases, especially on perimeter of area magnified.

VISUAL MODALITY CHART FOR EVALUATION

The teacher sets up the variables (ex. distance, illumination, figure ground contrast, etc) and the student identifies the object.

| Object                    |                 | Doll | Car |  |  |  |
|---------------------------|-----------------|------|-----|--|--|--|
| Identify Object           |                 |      |     |  |  |  |
| Distance                  | 3 feet          |      |     |  |  |  |
|                           | 5 feet          |      |     |  |  |  |
|                           | 10 feet         |      |     |  |  |  |
|                           | 20 feet         |      |     |  |  |  |
|                           |                 |      |     |  |  |  |
| Size<br>(give dimension)  |                 |      |     |  |  |  |
| Illumination              | Bright          |      |     |  |  |  |
|                           | Average         |      |     |  |  |  |
|                           | Dim             |      |     |  |  |  |
|                           |                 |      |     |  |  |  |
| Figure-Ground<br>Contrast | Color (specify) |      |     |  |  |  |
|                           | High Contrast   |      |     |  |  |  |
|                           | Low Contrast    |      |     |  |  |  |
|                           |                 |      |     |  |  |  |
| Stationary                |                 |      |     |  |  |  |
| Moving                    | Slow            |      |     |  |  |  |
|                           | Medium          |      |     |  |  |  |
|                           | Fast            |      |     |  |  |  |

## ACTIVITIES

### Identification Fun

Have the student sit a specific distance from the teacher. Display various objects from very large to small. Check those the student can identify. You might also ask the student to describe parts of the object. The room should be well illuminated.

### Look and Tell

From a specific area in an unfamiliar room, have the student identify all the objects he can see. Note the distance and objects.

### Room Changes

Change bulletin boards frequently, add new items to the room, or change your room set-up without pointing it out to the students. Note the distance from which they notice a change and their method of noticing (alert to changes, needs to be pointed out, explores room frequently, manipulates items, etc.).

### Illumination Fun

At a specific distance, hold a variety of large objects. Change the illumination in the room and record the student's response of identification.

### Look Closely

Provide each student with a book that has many details in it (ex. Brian Wildsmith's Puzzles) or "busy" pictures (Richard Scarry's books). Have each student point to a specific object you request on a page of the book. First one correct scores a point. If done individually, have the student name objects he sees as he points to them. Note the distance of the material held and the time taken to locate an item.

### Treasure Walk

Take your students for a walk around the school neighborhood. They should point toward any item they see and identify it. If the item has been previously mentioned it does not count as a point for that person. The one with the most points wins. You might ask them to describe the object they point towards. Or... you might stop at a specific point and ask them what they see.

### Stop and Go Light

Take your students to a street corner that has stop lights. Let them tell you when the light changes. Vary the distance and note when they can correctly tell the color of the light.

### Cross the Street

On a walk, take your students to a street corner that has no lights. Let them direct the group as to when it is safe to cross the street. Note the distance a car must be before he notices it.

### Basket Toss

Have the students toss balls or bean bags into a waste basket. A ball inside the basket scores a point for the student. Change the distance from the basket and note the success of the toss. This can be adapted to team plays.

### Design Copy

Using parquetry, design cubes, blocks, peg boards, pegs, etc. have the students copy a design pattern. The first to copy it correctly scores a point. Note distance of looking at pattern and re-doing design.

### Color Fun

Cut out a variety of colored construction paper into squares. Have the student assort them according to color. If each student is given the same amount of squares this can be a timed activity. The first one through in the least amount of time is the winner. Charts may be kept of the time and the student can attempt to "beat" his own time.

### Puzzles

Provide each student with jig-saw puzzles. The number of pieces will depend on their abilities. Encourage them to use visual clues in putting the puzzle together. Note the distance and method they use to assemble the puzzle.

## MATERIALS

- Basic Cut Puzzles. Developmental Learning Materials; Niles, Illinois
- Classification Game. Instructo. Beckley-Cardy; Chicago, Illinois
- Clown Bean Bag Set. Beckley-Cardy; Chicago, Illinois
- Color Cubes and Patterns. Beckley-Cardy; Chicago, Illinois
- Color Pattern Board. Ideal School Supply Company; Oak Lawn, Illinois
- Design Blocks and Patterns. Ideal School Supply Company; Oak Lawn, Illinois
- Design Copying Wipe Off Cards. Trend Enterprises. Beckley-Cardy; Chicago, Illinois
- Directional-Spatial-Pattern Board Exercises. Teaching Resources Corporation; Boston, Massachusetts
- Flannel Board Felt Cut-Outs. Milton Bradley. Dick Blick; Galesburg, Illinois
- Judy See-Quees Puzzles. Dick Blick; Galesburg, Illinois
- Junabo Lotto. Edu-Cards. Beckley-Cardy; Chicago, Illinois
- Large Parquetry and Patterns. Ideal School Supply Company; Oak Lawn, Illinois
- Lauri Puzzles. Beckley-Cardy; Chicago, Illinois
- Lite-Brite. Constructive Playthings; Kansas City, Missouri
- Multivariant Sequencing Beads and Patterns. Developmental Learning Materials; Niles, Illinois
- Pattern Repetition Wipe Off Cards. Trend Enterprises. Beckley-Cardy; Chicago, Illinois
- Pegboard Designs and Pegs. Developmental Learning Materials; Niles, Illinois
- Perceptual Development Cards. Ideal School Supply Company; Oak Lawn, Illinois
- Ring Toss. Milton Bradley. Dick Blick; Galesburg, Illinois
- Shapes and Forms Game. Constructive Playthings; Kansas City, Missouri
- Story Cards: Tell What Part is Missing. Milton Bradley. Beckley-Cardy; Chicago,
- Three Scene Sequence Posters. Milton Bradley. Beckley-Cardy; Chicago, Illinois
- Vegetables and Fruits Giant Size. Milton Bradley. Beckley-Cardy; Chicago, Illinois
- Visual Discrimination. (Ditto Masters) Continental Press; Elgin, Illinois
- Visual Discrimination Matching Cards. Developmental Learning Materials; Niles, Illinois
- Visual Memory Cards. Developmental Learning Materials; Niles Illinois
- Visual Motor Skills. (Ditto Masters) Continental Press; Elgin, Illinois
- Visual Readiness Skills. (Ditto Masters) Continental Press; Elgin, Illinois

## REFERENCES

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- Beery, Keith. Developmental Test of Visual-Motor Integration. Chicago: Follett Educational Corporation, 1967.
- Bendick, Jeanne. The Human Senses. New York: Franklin Watts, Inc., 1968.
- Frostig, Marianne and Horne, David. The Frostig Program for the Development of Visual Perception. Chicago: Follett Publishing Company, 1964.
- Johnson, Doris and Myklebust, Helmer. Learning Disabilities. New York: Grune and Stratton, 1967.
- Luckiesh, M. Visual Illusions. New York: Dover Publications, 1965.
- Rainwater, Janette. Vision - How, Why and What We See. New York: Golden Press, 1962.
- Scarry, Richard. Funniest Book Ever. New York: Random House, 1972.
- Seagers, Paul. Light, Vision and Learning. New York: Better Light Better Sight Bureau, 1963.



## LOW VISION AIDS KIT

Three Low Vision Kits are available, on loan for your usage and opportunity to view a variety of aids and references. The kit includes the following materials:

### Distant Aids

Selsi 6 X 30 Monocular  
Selsi 6 X 15 Miniature Monocular  
Selsi 6 X 18 and 8 X 24 Monocular  
Selsi 10X Miniature Monocular  
Selsi 2.5 Monocular  
Selsi 2.8X Monocular  
Selsi 2.5X Monocular  
Haverscope  
Occluders

### Reading Magnifiers

Bausch & Lomb Rectangular Reader  
Selsi Rectangular Reader  
Edroy Featherweight  
Coil "Windsor Range" Large Magnifier  
Selsi Hand Magnifier  
Selsi Pocket Magnifier  
Coil "Windsor Range" Small Magnifier  
Selsi Higher Power Pocket Magnifier  
Coil "Cataract Hand Reader"  
Selsi Double Lens Folding Magnifier  
Selsi Bar Magnifier  
Selsi Plano Convex  
Coil "Cataract Stand Reader"  
Jupiter Standlupe  
Sloan Fixed-Focus  
Coil "Hi-Power Reader"  
Coil Optima  
Coil Raylite

BASIC REFERENCE BOOKS

- Fay, Eleanor. The Low Vision Patient. New York: Greene & Stratton, 1970.
- Sloan, Gerald. Recommended Aids for the Partially Sighted. New York: National Society for the Prevention of Blindness, 1971.
- Patz, Arnall. Protection of Vision in Children. Springfield: Charles Thomas Publisher, 1969.

## II. AUDITORY REFERENCE OUTLINE

### A. Technical Aspects

1. Recognition of sounds: ability to determine that there is a sound in the environment hopefully with recognition of what the sound is and how it can be functionally used.
2. Localization: the ability to identify where the sound is emanating from, or at least the general locality.
  - a. Distance: how far away is the sound in question
  - b. Direction: what direction is the sound coming from in relation to the body
  - c. Intensity: the loudness or softness of the sound may be used as clue factors to help determine the location of the sound.
3. Discrimination: the ability to discriminate the sound and identify.
  - a. Differences and similarities: of the sound in relation to familiar sounds (to help process the identification and use of sound).
  - b. Identification: ability to determine and name the sound (ex. footsteps, voices, traffic).
4. Spatial Relations: the location of the sound source in relationship to the listener.
  - a. Sound source relation to position in space (ex. is the sound lower than my head, my waist, hips, etc; is the sound in front of me, behind me, etc.).
  - b. Sound source as a goal: can the student move to the sound.
5. Verification: identification and confirmation of sound
  - a. Examination of the sound source: familiarization with what is making the sound.
  - b. Understanding of sound production: knowledge or explanation of how the sound is produced.
  - c. Unusual sounds: identification and familiarization of sound.
  - d. Unverifiable sounds: cannot get to the sound source or determine the actual source of sound being used.
6. Sensory Devices: utilizing auditory displays (student must be able to use auditory information well).
  - a. Kay Pathsounder
  - b. Portable Goal Locator (American Printing House)
  - c. Hearing Aids: amplification of sound
7. Mobility Concepts
  - a. Sound Patterning
  - b. Moving Sound Source
  - c. Traffic
  - d. Other environmental sounds

## B. Hearing Impairment

1. Evaluation of Impairment: dependent on individual needs as determined by audiological evaluation.
  - a. Involvement (one ear, both ears)
    - 1). Mild: anywhere from 20-45 db
    - 2). Moderate: anywhere from 45-65 db
    - 3). Severe: anywhere from 65-85 db
    - 4). Profound (deafness): greater than 85 db
  - b. Degree of functional hearing: determined through speech audiometry
    - 1). Speech reception threshold: softest speech to hear and comprehend
    - 2). Speech awareness: softest sound or speech a student can detect
    - 3). Speech discrimination: ability to distinguish (understand and discriminate) speech sounds
2. Remediation
  - a. Hearing Aids: through audiological evaluation to determine the individual needs of the child referred.
    - 1). Bilateral Symmetric: binaural fitting for each ear to obtain optimum amplification and discrimination ability.
    - 2). Unilateral Hearing Impairment: fitting of adequate C.R.O.S. hearing aid to help child localize sounds (must be used in coordination with auditory training).
  - b. Auditory Training: to help promote the ability to be aware of sounds and then develop discrimination, beginning with gross differences, progressing to fine discrimination (ex. speech sounds, phonemes).
3. Deaf Blind
4. Complication through overuse of Hearing

AUDITORY MODALITY CHART FOR EVALUATION

| Sound Source                        |          | Clock | Piano |  |
|-------------------------------------|----------|-------|-------|--|
| Identify Sound Source               |          |       |       |  |
| Intensity                           | loud     |       |       |  |
|                                     | soft     |       |       |  |
| Pitch                               | high     |       |       |  |
|                                     | medium   |       |       |  |
|                                     | low      |       |       |  |
| Position of Stationary Sound Source | front    | North |       |  |
|                                     | back     | South |       |  |
|                                     | right    | East  |       |  |
|                                     | left     | West  |       |  |
|                                     | high up  |       |       |  |
|                                     | medium   |       |       |  |
| Distance                            | 3 feet   |       |       |  |
|                                     | 5 feet   |       |       |  |
|                                     | 10 feet  |       |       |  |
|                                     | 20 feet  |       |       |  |
| Move to Sound Source                | forward  |       |       |  |
|                                     | backward |       |       |  |
|                                     | sideways |       |       |  |
| Identify Moving Sound Source        |          |       |       |  |
| Track or Follow Sound Source        |          |       |       |  |

## ACTIVITIES

### Two Alike

The teacher states three words, such as cat, bat, saw. The student must select and restate the two words that sound alike.

### One Like Mine

The teacher says a word and the student responds with a word that sounds the same (i.e., ball--ball; house--mouse). Follow-up activities involving "word families" may be included.

### Poetry Time

The teacher reads simple selections that have obvious rhyming words. The student must repeat the pair of rhymed words.

### One Out

The teacher says three words and the student must name the word that does NOT belong or does NOT sound like the others.

### Change Me

The teacher says two words, as "me, we" and the student indicates that the beginnings are different. Two words such as "get, guest" are stated and the student indicates that the ends are different. The teacher says two words, as "kitten, kitchen" and the youngster indicates that the middles are different. The actual sounds need not be identified, as the purpose is listening for differences.

### Loud - Soft

A sound is identified by the student as either loud or soft. Suggested sounds may include: alarm clock vs. small watch; shout vs. whisper; stamping feet vs. tiptoeing; book being dropped vs. penny being dropped, etc.

### High - Low

A pitch is identified by the youngster as either high or low. Suggested sounds may include: instrument tones; soprano voice vs. bass; male speaking voice vs. female speaking voice; cat's meow vs. dog's bark, etc.

### Near - Far

The youngster identifies a sound as near or far but does not identify the sound itself (i.e., bell in the hall vs. bell in the room).

### What Can I Hear?

Student sits quietly at various given locations (classroom, outdoors, kitchen, etc.). He tells what sounds he hears, where the sounds are coming from, whether they are loud or soft, near or far, etc.

### Who Is Saying It?

The teacher reads a familiar story which is short and simple. The student must identify the character speaking by the pitch or dialect of the reader's voice.

### Good Morning Teacher

A student is placed with his back to the class, while another youngster says "Good Morning Teacher." The student who is "it" must identify the speaker from his voice. After some skill is gained, the students may attempt to disguise their voices.

### Animal Bluff

This can be played as a line or circle game. One player is "It" and he must chase another person and touch him with a filled stocking. The tagged person must try to disguise his voice by answering appropriately to the sound of an animal that "It" requests. For example, "It" says "you are a cow" and the tagged youngster must "moo". A correct guess puts the tagged player into the position of "It".

### Who Am I?

A tape recording or record of an animal, kitchen sounds, school sounds, etc. is played. The student identifies the sounds.

### What Is It?

A tape recording of isolated and easily recognizable sounds is played. The student identifies the sound or its cause. Gear this to the experience of the youngster and progress from easily recognizable sounds to sounds which normally require visual clues (Ex., dialing of a telephone, match striking, fire burning, chewing celery or raw carrots, infant babbling, pages of a book being turned, etc.).

### Instrumental Fun

Have the students listen to records that specifically are made to teach the characteristic sounds of orchestral instruments. They are to recognize the instruments and combinations of them.

### Streamliner

The teacher reads a sentence, paragraph or short story. The student is to listen for an initial consonant given by the teacher (s, b, etc.). Every time the student hears the initial consonant he marks a line on his paper. When completed, the lines are tallied and compared to the correct answer.

### Lost Squirrel

The teacher reads a sentence, paragraph or short story. The student is to listen for an initial sound given by the teacher (ba, no, etc.). Every time the student hears the initial sound he marks a line on his paper. When completed, the lines are tallied and compared to the correct answer.

### What's New?

The teacher says two sentences, changing a word in the second sentence. The student must identify and state the "new word." As this skill is developed two or three words may be changed. Nonsense sentences are useful as they involve little comprehensive clues.

### Do As I Do

The student must repeat a rhythm pattern presented by the teacher. Drum beats, clapping rhythms, stamping sequences, rhythm-band instrument beats, etc. may be used. The rhythmic patterns should proceed from the simple to the complex.

### Last Letter Leads

Class may be divided into teams. One student says a word and a student from the next team must say a word that starts with the last letter of the previous word.

### Gossip

One student whispers a sentence to another, and that youngster repeats it to another, and so on. The object is to have the last student repeat the sentence exactly as the first youngster originated it.

### Adjective Ball Game

The teacher will read a paragraph or story with various adjectives (nouns, pronouns, etc.). The student will listen for and remember words used as adjectives or whatever the teacher chooses.

### Listen and Think

The student will listen to a sentence or series of sentences and anticipate the next word. The teacher will not complete the sentence or thought but say "what word do you think comes next?"

### Animal Story

Select or invent a story that includes the names of familiar animals that entails repetition of these names. Assign each student the name of one of the animals. Each time the name of the animal is said the student must make the sound of that animal.

### Detect and Correct

The teacher states incorrect or nonsensical items such as "water is dry." The students detect and correct these statements.

### Yes - No - Maybe

The teacher asks a variety of questions to which the student must reply "yes, no or maybe." Examples: Our feet are on the ends of our arms; You have one head, etc.

### What Am I?

The teacher tells the class various statements that would help identify a specific object in the classroom. Example: I am made of metal and wood, I hang from the wall and I have hands but no feet. What am I? (a clock). Original riddles can be used which directly relate to the subject matter you are teaching.

### Treasure Hunt

The teacher will verbally tell students or individuals a series of instructions which will lead to a hidden treasure. The instructions should include specific landmarks, directions (north, south, etc.), paces, and concept words (above, beneath, side of, etc.).

### Listen Carefully

The teacher will tell a series of directions which the student needs to remember and follow. The directions should progress from simple to complex.

### Messenger

The teacher whispers a message to the "messenger student" who then whispers it to the receiving student to act out.

### Silly Relay

Each student is given the same command series to act out using the same objects. Example: "sit on the chair, put on the cap, take off the cap and jump over the mitten."

### I Say

A captain or leader gives commands for others to follow. The others are to follow only if the captain's actions match the commands.

### Simon Says

A leader is chosen to direct the group in a series of moves and activities. The group must follow only if the direction is pre-phrased by the words "Simon Says." Any student who makes a mistake is excluded.



### Crows and Cranes

This game consists of two teams and one leader. The teams are lined up about 3 to 5 feet apart, facing each other. A wall, which is a goal, is located behind each team. When the leader calls out "cranes", the team which is the cranes dash back to their goal (the wall), while the "crows" try to catch them. Any Crane that is caught becomes a Crow. The team that captures all or most of the opposing team wins. The leader can be deceptive and call out names that begin with "cr", like "crayons" or "crates", adding suspense to the game.

### Name the Story

A story is read without a given title. The student listens for the main idea and titles the story.

### Story Cut - Ups

Stories are read out of sequence. The student must listen for the mix-up and sequence the ideas correctly.

### A Mixed - Up Story

While reading a story, intersperse commands to individual children. They are to do the commands during or after the story is completed.

### Now You Tell It

Tell a simple story and have a student repeat the events in order occurred.

### Marching to Music

The students line up in a circle and begin marching to recorded music with a definite beat. The teacher will call out directions such as: on the drum beat, all hop on your right foot; on the tin can, all hop on your left foot; on the sound of the rattle all stop and march in place, etc."

### Classroom Directions

Classroom activities which emphasize directions and should be given orally for listening activities include: paper folding, listening games, art projects, etc.

### Songs - Finger Plays - Nursery Rhymes

Teach the students a variety of songs, finger plays and nursery rhymes such as: Ten Little Indians, Three Crows, The Farmer in the Dell, I Know an Old Lady, etc. Their ability to recall will aid in their listening skills.

### The Giant's Garden

Tell a story about a giant who needs youngsters to help him weed his garden. Every student who walks past his house must repeat what the giant says to him. As they pass, the giant (teacher) says three or four nonsense syllables. The student must say them back correctly. If he cannot, he goes to a part of the room designated as the garden to hoe weeds. Increase the sequence or substitute words, digits, letters, etc.

### Telephone Numbers

Have the students verbally exchange phone numbers with another youngster in the room. See if they can recall the number.

### Add Ons

One student begins "I went on vacation and took a ball." The next student repeats the same but adds another word and each succeeding student does the same. The game continues until a student cannot remember the sequence correctly. Substitutions may be made such as: "I went to the store..." "We went to the zoo..., etc."

### Number Recall

Have the student repeat a series of numbers you have verbally told him. Begin with three numbers and increase according to the student's ability to remember. This may also be done with letters or numbers, words and letters mixed (i.e., 2 boy J 7 girl).

## MATERIALS

- Aud-A-Ball. American Foundation for the Blind; New York, New York
- Auditory Perception Training. Developmental Learning Materials; Niles, Illinois
- Buzzer Board. Developmental Learning Materials; Niles, Illinois
- Child's World of Sounds. (Record) Bowmar Company Inc.; Valhalla, New York
- Familiar Sounds. Developmental Learning Materials; Niles, Illinois
- First Sound Discrimination Set. Dick Blick; Galesburg, Illinois
- Fundamentals of Sound. Beckley-Cardy; Chicago, Illinois
- Let's Listen - Auditory Training Records. Ginn & Company; Waltham, Massachusetts
- "Listen and Think". American Printing House for the Blind; Louisville, Kentucky
- Meet Mr. Mix-Up. Kimbo Records; Deal, New Jersey
- Rhythm Band. Developmental Learning Materials; Niles, Illinois
- Second Sound Discrimination Set. Dick Blick; Galesburg, Illinois
- Sounds. Educational Record Sales; New York, New York
- Sound Boxes. Daigger & Company Inc.; Chicago, Illinois
- Sound Experiments. Beckley-Cardy; Chicago, Illinois
- Sound Records. Folkways Scholastic Records; Englewood Cliffs, New Jersey
- Stethoscope. Constructive Playthings; Kansas City, Missouri
- Talking Book Machine. American Printing House for the Blind; Louisville, Kentucky
- Tape Recorded. American Printing House for the Blind; Louisville, Kentucky
- Wooden Sounds. Creative Playthings. Beckley-Cardy; Chicago, Illinois

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- Johnson, Ysabel. A Blind Child Becomes A Member of Your Class. New York: American Foundation for the Blind, 1961.
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- Lowndes, Betty. Movement and Creative Drama for Children. Massachusetts: Plays, Inc., 1971.
- Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.
- Office of the Superintendent of Public Instruction. Listening Skills Manual for Visually Impaired Students. Illinois: Office of the Superintendent of Public Instruction, 197.
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- Schneider, Leo. You and Your Senses. New York: Harcourt, Brace and World, Inc., 1956.
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- University of Oklahoma Health Sciences Center. Audition. Oklahoma: South Central Region for Services to Deaf-Blind Children.
- Wagner; Hosier and Blackman. Listening Games. New York: MacMillan Co., 1960.

## SOUND LOCALIZATION

### ACTIVITIES

#### Sardines

The teacher hides a sound source (i.e. loudly ticking alarm clock), and allows the students to locate it by sound. As each youngster locates the clock he does not stop the game but keeps silent as each succeeding youngster locates the clock or the first person finding the clock. All children are crammed into a small space - hence the name "sardines." The first person to locate the clock hides the clock the following time.

#### Steal the Bacon

The teacher assigns number to students in two opposing lines. On the command of "ones" - "twos", or any other number call these two youngsters go to the area between the teams and attempt to "steal" the bacon placed in the middle. If they are the first to "steal" the bacon, they run back to their team without being caught. Each successful steal is a point for his team. The "bacon" should be an audible sound source.

#### Find the "Beep Ball"

One student is chosen to hide a sound source (beep ball). The rest of the students attempt to locate the ball. The first one "finding" it is the next person to hide it.

#### Dog and Bone

This is a circle game with one player in the center as "master" with an audible sound source near him. A player designated by the teacher attempts to capture the "bone" without being heard. If the master hears a sound, he points in that direction and says "dog". That player must then go back. The first player to capture the bone becomes the new "master."

#### Cricket Tag

One student is "It" and is given a "cricket" or other such noisemaker to click as he moves about in a gym like area. All other students attempt to catch him as he moves about with the cricket sounding each time he moves.

#### Dropped Object

The teacher or student drops an object (pencil, coin, etc.). The student tries to find it by location of sound from where it dropped and, if possible, identify what was dropped.

#### Bean Bag Toss

Students are lined up in two rows and given a bean bag to toss into a large container from a distance of 5 - 10 - 15 - 20 feet. The teacher can be a sound source and give sound clues to each child. The team who gets most baskets "wins".

#### Object Perception

Place a large piece of cardboard, six feet by six feet, in front of the individual. Ask him to walk toward it and to stop directly in front of it. Have the students learn to walk as close to an object as possible without touching it. As skill increases, smaller objects can be used. A more advanced skill would be to listen for such things as doors, windows, stairs, corridors, trees, etc. Awareness through sound or lack of sound can be sharpened.

## MATERIALS

- Aud-A-Ball. American Foundation for the Blind; New York, New York
- Audible Goal Locator. American Printing House for the Blind; Louisville, Kentucky
- Lux Long Ring Timer. American Foundation for the Blind; New York, New York

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- Trevena, Thomas. The Role of the Resource Teacher in Mobility Instruction. California: Alameda County School Department.

### III. TACTILE REFERENCE OUTLINE

#### A. Technical Aspects

1. Recognition: the ability to identify a surface or an object through the tactual sense whether using hands and/or feet.
2. Discrimination: the ability to make distinctions between various objects.
  - a. Differences and similarities in shape, form, size, weight, texture, etc.
  - b. Integrate and interrelate parts of the objects.
3. Verification: the ability to confirm the object tactually.
  - a. Knowledge of the objects through explanation of its properties.
  - b. Knowledge of the object through explanation of its purpose and how it is used.
4. Perception: ability to obtain knowledge of the object through one's senses.

#### b. Tools

1. Exploration of various objects
2. Raised Line Drawings
3. Tactual Maps

## ACTIVITIES

### Common Materials

A bag containing several items (ex.: potato, key, marble, cork, chalk, silk cloth, lead weight, ping pong ball, etc.) are passed around for all to investigate. The teacher asks the students to name all the items and enter into a discussion involving which items were hard, soft, metal, wooden, round, flat, edible, etc.

### Surface Guess

Have the students identify surfaces with their hands and feet. With feet have them detect such items as rough, smooth, inclines, declines, concrete, blacktop, gravel, tile, etc. Knowledge can be verified auditorily and/or visually -- ex. footsteps sound louder and higher in pitch when walking on concrete as opposed to blacktop; blacktop looks darker, etc.

### Clay Models

Have the students make objects that are round, square, flat, long, thin, short, fat, etc. They should be made solely through touch.

### Touch and Tell

Each day place a different item in a box or bag. The student is to identify and describe it solely through touch. If necessary, the student should be blindfolded.

### Texture Bag

Place a variety of different textured materials into a bag. Have the student choose a piece of material and tell what it is through touch.

### Touch the Room

Have the student explore the room and as he does this he is to describe and identify various textures and objects. This also aids in familiarity with his surroundings.

### Household Knowledge

Have a variety of household objects for the student to identify, name, explain the usage of the item and if feasible, to use it. This is all done through touch.

### Temperature Containers

To understand the thermal differences have the student touch metal containers of varying temperatures.

### Thermal Localization

An electric heater can be placed at various distances and angles from the student to help increase his thermal-tactile sense. This is useful in determining the direction of the sun, locating open doorways and cross corridors, or approaching an open intersection after passing a business block.

### Water Fun

Have the students identify temperatures through water (hot, cold and mix warm through using hot and cold).



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To understand the thermal differences have the student touch metal containers of varying temperatures.

### Thermal Localization

An electric heater can be placed at various distances and angles from the student to help increase his thermal-tactile sense. This is useful in determining the direction of the sun, locating open doorways and cross corridors, or approaching an open intersection after passing a business block.

### Water Fun

Have the students identify temperatures through water (hot, cold and mix warm through using hot and cold).

### Map Reading

The top of the student's desk can represent a map. A room can be represented by an empty box. Next add the doors and windows and one piece of doll furniture at a time to represent the real furniture. Abstract symbols can be used to represent furniture after the basic concept is understood. As the student progresses, the scale can decrease and the abstractions can increase.

### Tactual Maps

Simple maps can be made out of wooden blocks and sticks (sticks can be the walls and blocks the furniture). A discussion following a walk in the neighborhood can lead to the elements of a city block. Sticks and blocks or magnetized boards and strips can also be used for this illustration. After familiarity, the elements can be converted into braille markings or raised lines.

### Wet Fun

Have the students touch various "wet" materials (sand, mud, paint, flour, honey, pop, etc.) and identify them.

### Shape Touch

Have the students identify a variety of shapes solely through touch. Begin with simple shapes (circle, square, etc.) and proceed to more difficult ones (octagon, hexagon, etc.)

### Sandpaper Fun

Provide the students with a variety of sandpaper textures. Have them sort them from fine to rough texture.

## MATERIALS

- Blick's Tactile Sense Training Bridges. Dick Blick; Galesburg, Illinois
- Chang Mobility Kit. American Printing House for the Blind; Louisville, Kentucky
- Cylinder Blocks. Daigger & Company; Chicago, Illinois
- Deluxe Numberite. Beckley-Cardy; Chicago, Illinois
- Dimensional Concept Cylinders. Developmental Learning Materials; Niles, Illinois
- Fabric Set. Daigger & Company; Chicago, Illinois
- Feel and Match Textures. Lauri. Constructive Playthings; Kansas City, Missouri
- Feel and Match Thicknesses. Lauri. Constructive Playthings; Kansas City, Missouri
- Find and Recognize Objects by Touch. Dick Blick; Galesburg, Illinois
- First, Second and Third Touch Boards. Dick Blick; Galesburg, Illinois
- Fit A Size. Lauri. Dick Blick; Galesburg, Illinois
- Flocked Alphabet Wall Cards. Ideal. Beckley-Cardy; Chicago, Illinois
- Geometric Insert Board. Constructive Playthings; Kansas City, Missouri
- Giant Number Cards. Ideal. Beckley-Cardy; Chicago, Illinois
- Giant Textured Beads. American Printing House for the Blind; Louisville, Kentucky
- Graphic Aid for Mathematics. American Printing House for the Blind; Louisville, Kentucky
- Grooved Domino Blocks. Constructive Playthings; Kansas City, Missouri
- Learn 'N Play Numbers. Ideal. Beckley-Cardy; Chicago, Illinois
- Maps of the United States. American Printing House for the Blind; Louisville, Kentucky
- Multi-Sensory Cubes and Spheres. Ideal School Supply Company; Oak Lawn, Illinois
- Multi-Sensory Letters and Numerals. Ideal School Supply Company; Oak Lawn, Illinois
- Pink Tower. Daigger & Company; Chicago, Illinois
- Raised Illustration Books. Twin Vision; Tarzana, California
- Roughness Discrimination Test. American Printing House for the Blind; Louisville, Kentucky
- Shape-O. Tupperware; Orlando, Florida.
- Shapes, Colors and Forms. Constructive Playthings; Kansas City, Missouri
- Size-Graded Shapes Sets. Beckley-Cardy; Chicago, Illinois
- Texture Perception Bag. Beckley-Cardy; Chicago, Illinois
- The Broad Stair. Daigger & Company, Chicago, Illinois
- Thermal Cylinders. Daigger & Company; Chicago, Illinois
- Touch and Tell. American Printing House for the Blind; Louisville, Kentucky

## REFERENCES

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- Elgin, Kathleen. Read About The Hand. New York: Franklin Watts, Inc., 1968.
- Gilmour, Ann. Understanding Your Senses. London: Frederick Warne & Company Inc., 1963.
- Johnson, Ysabel. A Blind Child Becomes A Member Of Your Class. New York: American Foundation for the Blind, 1961.
- Lownees, Betty. Movement and Creative Drama for Children. Massachusetts: Plays, Inc., 1971
- Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.
- Office of the Superintendent of Public Instruction. Mobility Training for the Visually Handicapped - A Guide for Teachers. Springfield: Office of the Superintendent of Public Instruction.
- Schneider, Leo. You and Your Senses. New York: Harcourt, Brace and World, Inc., 1956.
- Trevana, Thomas. The Role of the Resource Teacher in Mobility Instruction. California: Alameda County School Department.
- University of Oklahoma Health Sciences Center. Tactile Discrimination. Oklahoma: South Central Region for Services to Deaf-Blind Children.

#### IV. OLFACTORY REFERENCE OUTLINE

##### A. Technical Aspects

1. Recognition: ability to identify various odors.
2. Discrimination: the ability to make distinctions between various odors.
  - a. Know a particular place because of its odor.
  - b. Know a particular food because of its odor.
  - c. Know a particular object because of its odor.
3. Verification: the ability to confirm a particular odor.
  - a. Taste may be used.
  - b. Touch may be used.
4. Perception: the ability to obtain knowledge of the object through one's senses.

OLFACTORY MODALITY CHART FOR EVALUATION

| Odor Source                                    |        | Coffee | Gasoline |  |  |  |
|--|--------|--------|----------|--|--|--|
| Identify Odor                                  |        |        |          |  |  |  |
| Odor intensity                                 | strong |        |          |  |  |  |
|  | faint  |        |          |  |  |  |
| Association with Place (specify)               |        |        |          |  |  |  |
| Distance of Odor                               | far    |        |          |  |  |  |
|  | near   |        |          |  |  |  |
| Locate or Find Odor                            |        |        |          |  |  |  |
| Discriminate (spoil, fresh, sweet, sour, etc.) |        |        |          |  |  |  |

## ACTIVITIES

### Smell and Cover

Have numerous small containers with particular odors to be identified in each. This can be a guessing game where each student smells the item and whispers or writes down his answer. The one with the most correct answers is the winner. Begin with familiar odors (onions, chocolate, tooth paste, etc.) and proceed to more difficult ones.

### Fool Your Classmates

Have the students bring in containers with specific items to smell. They should attempt to "trick" their classmates with their odors.

### Hunt 'N Sniff

Take the students for a walk through the school and see how many distinctive smells they can detect in the building. Discuss these and point out those they miss (cafeteria, pool, art room, Nurse's office, etc.).

### Smell and Find

Place items with distinctive odors throughout the room. Have the students explore the room for the odor, identify it and find the particular item.

### Team Guess

Have a variety of odors to identify. Give the same items to each team and the first to state the answer gains a point.

### Unusual Odors

Have a variety of unusual odors for the students to identify (parsley, leather, specific flowers, etc.).

### Family Odors

Have specific items that are related for the student to smell and identify (fruits, vegetables, spices, toiletries, etc.).

### Community Identification

Take the students on a walk through the neighborhood business section. Have them identify places of business by their peculiar odor (shoe shop, gas station, bakery, cleaners, etc.).

### Department Store Hunt

Take the students to a department store. Walk through the store and have them identify specific departments by their odor (paints, cosmetics, candy, tobacco, etc.).

### Garden Knowledge

Take the student on a trip to a Conservatory or Outside Gardens to have them identify as many plants and flowers through odor as possible. Point out those they are not familiar with. (Note: The Chicago Park District has a 'Garden for the Blind' located at Garfield Park. There is a Nature Trail for the Blind at the Botanic Gardens in Glencoe).

## MATERIALS

- Fragrance Books. Constructive Playthings; Kansas City, Missouri
- Instant Water Color Markers - Scented. Creative Publications; Palo Alto, California
- Sanford's Fragrant Mr. Sketch Instant Water Colors. Beckley-Cardy; Chicago, Illinois
- Scratch and Sniff Braille Books. Howe Press; Watertown, Massachusetts
- Scratch and Sniff Books. Golden Press; Available in Book Stores

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- Bendick, Jeanne. The Human Senses. New York: Franklin Watts, Inc., 1968.
- Johnson, Ysabel. A Blind Child Becomes A Member Of Your Class. New York: American Foundation for the Blind, 1961.
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- Schneider, Leo. You and Your Senses. New York: Harcourt, Brace and World, Inc., 1956.
- Trevana, Thomas. The Role of the Resource Teacher in Mobility Instruction. California: Alameda County School Department.



## V. GUSTATORY REFERENCE OUTLINE

### A. Technical Aspects

1. Recognition: the ability to identify a particular product through its taste.
2. Discrimination: the ability to make distinctions between various edibles.
  - a. Characteristic distinctions: sweet, sour, salty, bitter.
  - b. Form distinctions: solid, liquid, gel.
  - c. Texture distinctions: chewable, hard, soft, etc.
  - d. Temperature distinctions: hot, cold, tepid.
3. Verification: the ability to confirm a particular taste.
4. Perception: the ability to obtain knowledge of the edible through one's sense.

## V. GUSTATORY REFERENCE OUTLINE

### A. Technical Aspects

1. Recognition: the ability to identify a particular product through its taste.
2. Discrimination: the ability to make distinctions between various edibles.
  - a. Characteristic distinctions : sweet, sour, salty, bitter.
  - b. Form distinctions: solid, liquid, gel.
  - c. Texture distinctions: chewable, hard, soft, etc.
  - d. Temperature distinctions : hot, cold, tepid.
3. Verification: the ability to confirm a particular taste.
4. Perception: the ability to obtain knowledge of the edible through one's sense.

GUSTATORY MODALITY CHART FOR EVALUATION

|                   |        |      |       |  |  |  |
|-------------------|--------|------|-------|--|--|--|
| Taste Source      |        | Salt | Candy |  |  |  |
| Identify Taste    |        |      |       |  |  |  |
| Characteristic    | sweet  |      |       |  |  |  |
|                   | sour   |      |       |  |  |  |
|                   | bitter |      |       |  |  |  |
|                   | salty  |      |       |  |  |  |
| Form              | solid  |      |       |  |  |  |
|                   | liquid |      |       |  |  |  |
|                   | gel    |      |       |  |  |  |
| Texture (specify) |        |      |       |  |  |  |
| Temperature       | hot    |      |       |  |  |  |
|                   | cold   |      |       |  |  |  |
|                   | tepid  |      |       |  |  |  |

## ACTIVITIES

### Taste and Tell

Provide the student with only sweet items to taste. Have him identify the particular item. (Do the same with sour, bitter and salty products).

### Taste Mix-Up

Provide the student with a mixture of items to be tasted. Have him identify the item and tell whether it is sweet (sugar), sour (lemon), bitter (coffee) or salty (salt).

### Form Difference

Have the student taste the same product in various forms and see if he identifies them as the same or different. Example: coffee grounds vs. cup of coffee; jello powder vs. molded jello; cake mix powder vs. baked cake; lemon juice vs. lemon cake, etc.

### Taste Check

Have each student taste the same product. They should whisper to you or write their answers as to identifying the product and its taste. The one with the most correct answers is the winner.

### Place and See

After knowing the particular taste areas of the tongue have the students place a product on each taste area. For example: they place sugar on the bitter area and taste it; they place sugar on the salty area and taste it, etc. They are to identify the item each time (do not tell them it is the same product) and see if there is any taste difference. Another method is to change the product with each taste and see their response.

### Family Taste

Have the students taste a variety of products of the same family (fruits, vegetables, breads, cheeses, etc.). They are to identify the item and its particular taste.

### Student's Teach

Have the students bring a variety of products to sample as they test their classmates. Encourage them to bring unusual items and let them decide on the method of "testing" to use.

Note: For a different approach to the above activities have the student hold his nose while tasting.

## MATERIALS

The teacher will need to provide materials depending on the specific activity. Due to spoilage of foods, commercial materials are not available.

## REFERENCES

- Gilmour, Ann. Understanding Your Senses. London: Frederick Warne and Company Inc., 1963.
- Lowndes, Betty. Movement and Creative Drama for Children. Massachusetts: Plays, Inc., 1971.
- Schneider, Leo. You and Your Senses. New York: Harcourt, Brace and World, Inc., 1956.
- Zim, Herbert. Our Senses and How They Work. New York: William Morrow & Company, 1956.

**BASIC**

**PRE-  
C-  
A-  
N-  
E**

**SKILLS**

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## ACKNOWLEDGEMENTS

Prepared by: Janet Floyd  
Orientation & Mobility Specialist  
South Metropolitan Association  
Harvey, Illinois

Ronald Texley  
Orientation & Mobility Specialist  
University of Illinois  
Champaign, Illinois

### Contributed Ideas :

Chairman: Ronald Bennehoff  
Orientation & Mobility Specialist  
Illinois Braille and Sight Saving School  
Jacksonville, Illinois

Committee Members : Peggy Hopkins  
Student  
Bowen High School  
Chicago, Illinois

John Malamazian  
Orientation & Mobility Specialist  
Veterans Administration Hospital  
Hines, Illinois

Jackie Richman  
Orientation & Mobility Specialist  
Northern Illinois University  
DeKalb, Illinois

Diane Richmond  
Teacher  
Lake County  
Gurnee, Illinois

Special Photography : Sharon Jarosz

Janet Floyd

Irene Taube  
Orientation & Mobility Specialist  
Sidney Sawyer School  
Chicago, Illinois

Participants : Maureen Comiskey  
Bart Hickey  
Debbie Lamm  
Terry McCabe  
Larry Williams



## INTRODUCTION

The acquisition of basic orientation and mobility skills is an important aspect of the development of the visually impaired youngster's independence. The emphasis in teaching these basic skills is on performance and conceptual development. These compliment each other. If the child can perceive and understand object and spatial concepts and perform movement concepts, basic orientation and mobility skills will come more naturally because they will be meaningful and functional.

This section describes most of the basic orientation and mobility skills in the slide/tape script. There are thirteen slide/tape presentations available for short term usage through each Regional Area Learning Resource Center. For those unable to obtain the slide/tape presentation the script has been included for instruction. References are incorporated for further explanation. Some of the more basic skills have been illustrated for clarification.

Contents of the Mobility Aids Kit, which is part of this project, is included for reference.

A basic pre-cane checklist is incorporated for pre and post testing situations for each student.

This section provides the teacher with a useful and explicit guide for developing specialized training within their classroom. Most important, it allows for the youngster's growth in independence through practical experience and application. This allows for growth in independence through ability.

## MOBILITY AIDS KIT

Three Mobility Kits are available, on loan, for the teacher's usage and for the opportunity of viewing and testing a variety of aids. The canes included are for the teacher's viewing and NOT for instructional purposes. The Orientation and Mobility specialist provides cane instruction. The kit includes the following materials :

### Instructional Aids relative to Development of Orientation and Mobility Skills

Compass  
Directional Aid  
Portable Audible Goal-Locator  
Aud-A-Ball (Soccerball)  
Chang Mobility Kit  
Canes  
    Typhlocane (long cane)  
    HyCor Cable Cane  
    Heavy Duty Folding Cane  
    Fiberglass Cane  
Sleeper Shades

### Films\*

American Foundation for the Blind: Not Without Sight.  
American Foundation for the Blind: What Do You Do When You See A Blind Man.

\*Note: The films are available separately from the Instructional Aids Kit.

PRE-CANE SKILLS CHECKLIST

| OBJECTIVE                                  | COMMENT |
|--|---------|
| Sighted Guide Technique                    |         |
| Narrow Opening/<br>Heavily Congested Areas |         |
| Doorways                                   |         |
| Revolving Doors                            |         |
| Up Stairs                                  |         |
| Down Stairs                                |         |
| Escalator                                  |         |
| Seating                                    |         |
| Gymnasium/Auditorium<br>Seating            |         |
| Upper Hand & Forearm<br>Technique          |         |
| Lower Hand & Forearm<br>Technique          |         |
| Trailing                                   |         |
| Squaring Off                               |         |
| Locating dropped objects                   |         |

# ORIENTATION AND MOBILITY SLIDE-TAPE PRESENTATION; SCRIPT

Instructional Materials Center  
State of Illinois  
Office of the Superintendent of Public Instruction

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## PRE-CANE SKILLS

### Slide Tape Script

The numbers in parenthesis correspond to the specific slide to be shown.

(1) This slide-tape series, prepared by the Illinois Instructional Materials Center, Office of the Superintendent of Public Instruction, will provide a useful and explicit guide for developing specialized training in pre-cane skill within individual classrooms.

The roles of the classroom and special teacher can take one of two dimensions:

- a) It can be acting as a supportive person to the orientation and mobility instructor to reinforce those skills already introduced and taught to the visually impaired student.
- b) If no orientation and mobility instructor is available, the itinerant or resource teacher's role must be teaching those concepts and skills that will help the student become more prepared for later exposure to orientation and mobility under the direction of a specialist.

In order to develop basic pre-cane skills, one must have a thorough understanding of the terms orientation and mobility.

(2) Orientation is the process of establishing an awareness of one's position in relation to the environment and significant objects within the environment by utilizing the remaining senses, including any useful vision.

Mobility is the ability to move safely, efficiently, effectively, and comfortably from one place to another within the environment by utilizing the remaining senses, including any useful vision.

Now we will consider instruction of techniques basic to developing good, useful, pre-cane skills. The following slides will explore how the teacher can help students develop good basic skills.

### Sighted Guide Techniques

(3) The basic sighted guide technique is the first skill level in preparing the student for independent movement. By working with a sighted person in a team travel situation, the visually impaired student learns concepts inherent to later travel techniques. The blind student should be encouraged to maintain an active role in the team use of a guide. (4) If the blind student must initiate contact with a guide, he should move his hand outward horizontally to locate and contact the sighted guide's elbow. If working with a sighted person familiar to guiding techniques, the sighted person should present his elbow to the blind person, perhaps by touching him lightly on the arm to make his general presence known. (5) Once the elbow is located, the blind person should grip the guide's arm. (6) The grip should be taken just above the elbow, thumb on the outside, fingers on the inside of the arm. (7) The grip should be firm, (8) but not so tight as to be uncomfortable; (9) the blind person's forearm is horizontal to the floor. (10) The guide is one-half step in front of the blind traveler, a position comfortable and workable for guide and student. With this positioning, the student-traveler can respond to the changes in movement, gradations and sudden stops by following the guide's arm movement. (11) For instance, when a guide steps down on a stair, the student-traveler will feel his own arm lower and therefore know that a descent has begun. In order to maintain security for the blind student, the guide should not leave him without positioning him by a wall, chair, or other stable object and offering him explanation as to where he is located.

(12) The alignment of the guide and traveler should be such that the outside shoulder of the guide is directly in front of the inside shoulder of the traveler.

(13) This offers protection to the traveler by his sighted guide. However, if the blind person frequently "runs into" the wall or other surfaces close to his unprotected shoulder, he can control his guide by firming his grip and gently moving the guide over, away from the obstacles. Through verbal comment and/or physical movement, the blind traveller may compensate for a poor or inexperienced sighted guide. (14) If the guide is working with a small youngster, it will be more comfortable if he takes the guides hand or grips the wrist of his guide, with thumb and fingers in the same position as described above. (15) If working with two students, the guide may take a student on each arm or have (16) the second student take the free arm of the first, (17) using basic sighted guide position.

(18) To develop good sighted guide skills, discussion of "adaptive" techniques should be included to allow for the development of safe and efficient team travel. One basic adaptation is to allow for passage through a narrow opening or a heavily congested area, without hindering movement and traffic flow. The sighted guide may initially give verbal information about the narrow opening or passage as it is approached. Both verbal and physical clues are initiated by the guide so that the student will move behind the guide, thus becoming entirely protected by the guide.

(19) From the normal sighted guide position, the guide extends his arm backward from the shoulder toward the small of the back. (20) The student, to move directly behind the guide, should then extend his arm at the elbow, placing himself one full step behind the guide. (21) He then moves directly behind the guide. (22) With this method, both guide and traveler can move with ease through a narrow or crowded situation. The student can move back into the "normal" sighted guide position after the guide again returns his arm to his side.

(23) Another adaptation of the technique used for narrow openings is used with

doorways. (24) In this approach, the guide verbally indicates which side of the door the hinges are on and which way the door opens, toward or away from the guide. (For example: "The door opens toward you, the hinges are on the left.") With this information, the position for traveling through narrow openings is assumed. (25) The guide will open the door, and the student, using the (26) back of his hand, will trail the door, (27) and assumes the responsibility for keeping it open, and then aid the guide by closing the door after the team has gone through. (28) It should be noted that the back of the hand or base of the wrist is used so the traveler's fingers will not get caught in the hinge opening. (29) Once through the door, and after closing it, the team reassumes normal sighted guide position to continue traveling. (30) It may be necessary for the guide to pause momentarily to allow the traveler time to close the door.

(31) If, however, the team approaches a closed door, and the traveler is on the opposite side to the hinges, a switch in positioning is necessary. (32) The guide indicates verbally which side the hinges are on, and if the door opens in or out. When the hinges are on the opposite side to the traveler, he must switch sides while movement progresses.

This change takes place using the following procedure (for illustrative purposes, the traveler is on the right side and the door opens toward the guide, hinges on the left). (33) In this illustration, the traveler brings his right hand up to contact the guide's right elbow. After contact and grip are made, the (34) left hand releases the guide's right elbow and trails across the back of the guide to the guide's left elbow. The right hand then (35) releases the guide's right elbow, trails across the back of the guide to the guide's left elbow. The traveler changes his position so that he is directly behind the guide and after releasing the left hand, his free arm is on the same side as the door hinges. (36) The normal



grip is assumed with the guide's left arm. (37) The traveler's left hand is free to assist with the door. (38) With this procedure, contact is never lost with the guide, and (39) the traveler can reach for and locate the door with the back of his hand. Once through the doorway, the former sighted guide position can be reassumed by switching sides again, and travel is continued. It is important to maintain continuous contact with the guide.

(40) Another adaptation in traveling through doorways must be made in the use of revolving doors. (41) When traveling with a smaller youngster, the (42) guide will verbally indicate that the team will move into the same slot of the door, with the guide entering first. (43) The guide and traveler make the (44) 180° revolution, with the guide verbally indicating that (45) the "feel of a rush of air", (46) sound change and end of glass (47) are the clues for exiting from the door. (48) (49) When working with an older (larger) student, verbal instruction should be given regarding entering and exiting. The student will enter the revolving door with the guide following. (Awareness of air current changes, sounds and trailing curvature of the glass are essential to a successful independent exit.)

(50) When traveling up or down stairs, the guide should place the traveler closest to the hand railing. A verbal signal should also be given regarding an approach to stairs and whether they are ascending or descending. (51) At the stairs, the guide should pause slightly before making any up or down movement. Verbal information is very important in the beginning stages of training, as the new traveler may be quite fearful about ascending or descending stairs. (52) The sighted guide should remain one step ahead of the traveler when moving on the stairs. At the top or bottom of the stairs, the guide should again momentarily pause before continuing travel. (53) (54) If the stairs are irregular, i.e., wide, curving, of

varying width, etc., the guide should make verbal mention of this to the student. (The traveler should not kick the stair when ascending stairs and he may not require the use of the handrail.)

(55) An adaptation of stair travel would be necessary on an escalator. (56) As with stairs, the guide should hesitate, giving verbal clues to the upward or downward motion of the escalator. (57) As the student approaches the escalator he should put his hand lightly on the moving handrail to become accustomed to the speed of the escalator; (58) this grip will tighten when (59) he slides his foot onto the moving stairway. The guide (60) should verbally indicate when the ascent or descent is about to be completed, so safe (61) departure can be made. The levelling movement of the handrail and the coming together of the steps will provide additional information to the student.

(62) When moving into a room or into any other situation that might require seating, the guide will take the student to an available chair. Having made a verbal indication, the guide will reach up and take the "trip hand" of the student, remove it from his arm, and place it on the back of the chair. (63) In this way, the guide keeps the student from making undesirable contact with the knees or shinbones. (64) With his free hand, the student can now explore the seat area of the chair to make sure it is clear of any objects, as well as make a determination of approximate seat height. (65) The student can then seat (66) himself. (67) If the chair is located in relation to a table or desk, the student should locate that table or desk before seating himself. (68) Having seated himself, the student should locate the edge of the table, move his hands outward on either side of his body along the edge of the table to make sure his body is squarely aligned with the table and that he is facing in the correct direction.

(69) Another adaptation in the seating procedure is made in gymnasium or auditorium seating. Upon entering the aisle, the student may be on the inside, closest to the seats. The student, by being on the inside is further protected, and (70) can maintain orientation by counting rows. The guide will also verbally indicate in what area and row seats are available. (71) When a choice is made, the team will enter the row with the guide leading (the method for (72) switching sides described (73) earlier could be employed (74) here. (75) The procedure for entering and exiting are identical.

### Protective Techniques

(76) To further develop safe and independent movement in a familiar setting the young visually impaired child learns basic protective techniques and orientation procedures.

Upper body protection (upper hand and forearm technique) is used primarily when the student is walking by himself indoors. (77) The right or left arm is extended straight out, horizontal and parallel to the floor. (78) The forearm is brought to shoulder height to form an obtuse angle that is slightly more than 90° at the elbow. The palm of the hand is rotated outward, and held in a position (79) protecting the opposite shoulder. Fingers are loose and slightly flexed. (80) In this position, the upper body and head are protected, and the palm and forearm will detect most obstacles and prevent serious injury.

(81) Lower body protection is provided by the lower hand and forearm technique. (82) The right or left arm is fully extended downward, fingers pointing toward the floor. The palm of the hand is toward the body, with the back of the hand outward. (83) The hand and arm are centered in front of the body, approximately twelve inches away from the abdominal region. (84) The knees are loose and slightly bent to

provide further protection from objects such as tables, chairs, etc. (The (85) upper forearm and lower forearm techniques can be used (86) together for maximum protection in appropriate situations.)

(87) Trailing is another form of protection, as well as a method for maintaining orientation and locating objectives. The student's body is vertically parallel to a wall or other straight-lined object, so that one of his shoulders is four to six inches from the wall or surface to be trailed. (Either the right or left shoulder may be used, depending on the location of the wall in relation to the student.) (88) The arm is extended straight downward at the side, with the elbow slightly bent; however, (89) the hand is slightly ahead of the body by eight to twelve inches or at about hip height. (90) One of three basic hand positions may be employed, depending on the student's preference. The palm, back of the hand or finger can be used against the surface to be trailed. The fingers are always flexed to avoid injury; knuckles or fingernails may be lightly in contact with the surface to be trailed. (91) Trailing may be used with upper forearm protection and may also be used with intermittent contact with the surface to maintain good direction.

(92) Orientation can be obtained through two methods. One method, squaring off, assists in establishing a relationship and/or a direction by using walls, doors, or similar straight-lined objects. (93) Body parts such as the back, heels, and shoulders are placed "squarely" against the wall or object, with desired travel direction in mind. Initially, to understand squaring off and further assure "squareness", the (94) child may place both arms and hands against the surface. (95) Once proper body alignment is made, the student steps away from his base position maintaining a straight line of direction. (96) The second method is much like squaring off, (97) but more subtle. Again, however, direction taking is established by using a straight-

lined object. (desks, walls, shelves). The student stands in the same position used for trailing, with the hand in the same basic position. The hand is moved (98) forward along the surface of (99) the object in order to (100) extend an imaginary (101) line of travel (102) beyond that (103) object. (104) Once this directional line is established, the (105) student moves ahead on the projected course.

(106) Another adaptation of upper body protection comes into play when the student is being taught to locate dropped objects. The initial position used in upper body protection is assumed, but the elbow is brought in close to the body, with the hand moving six to twelve inches in front of the facial area to protect the face or avoid hitting the head. The palm faces outward with fingers spread apart. (107) The bend may be forward from the waist or downward from the knees. The student should conduct his search by using the sound clue given when the object was dropped. Having contacted the floor, the student will begin searching for the object. (108) There are three general search patterns to be used: (109) circular, (110) square, or (111) rectangular, depending upon the length and direction of strokes. The circular search pattern is most frequently used. With this method, the palm of the hand lightly but firmly contacts the floor, and movement is made in a circular, clockwise direction. As the search progresses, the circles grow larger, with overlapping areas covered by previous movements, until the object is located.

(112) Employment of basic protective skills and orientation methods are also used in room familiarization. As the team enters the room, an immediate reference point, such as the door, is established. (113) The guide should describe the perimeter of the room, noting all objects and fixtures, both movable and stationary while the student explores the given environment.

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(114) Windows, light switches, etc., are noted, with operational instructions given if necessary. (115) After describing the peripheral arrangement the guide should point out the makeup of the center of the room. (116) Directions should be given from the reference point, such as the door, to the discussed object for location; thus the student maintains his orientation. (117) After being given appropriate verbal information about the room arrangement and walking (118) through the area with the guide, the traveler should be able to independently (119) locate specific points within the room.

The techniques illustrated and discussed in this slide-tape will allow the classroom teacher (either general or special) to help the young student develop good travel skills and mobility experience. Once he has developed these basic skills, the student will be ready to work with an orientation and mobility specialist in order to gain further independent travel ability.

## ACTIVITIES

Provide the student with opportunities and situations to practice these skills under your instruction and with your supervision. This can be done in the school building and within the community. After you have laid the "groundwork" for these skills, use sighted classmates as guides (rather than yourself). This will benefit both the blind and sighted student. Parents should be involved as much as possible since these skills need to be reinforced at home.

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- Office of the Superintendent of Public Instruction: Mobility Training for the Visually Handicapped - A Guide for Teachers. Springfield: Office of the Superintendent of Public Instruction.

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ILLUSTRATED\* BASIC PRE-CANE SKILLS

Note: Permission was received from the American Printing House for the Blind, to reprint the illustrations used in the section.

\*Napier, Grace and Weishahn, Mel. Handbook for Teachers of the Visually Handicapped. Kentucky: American Printing House for the Blind, 1970.

Thanks should also go to: Mr. W. Buck Schrotberger, Coordinator Instructional Materials Center, Greeley, Colorado; Mr. James Brienehan who formulated the illustrations and to Ms. Nancy Harris, Instructional Material Center, Illinois who adapted the illustrations.



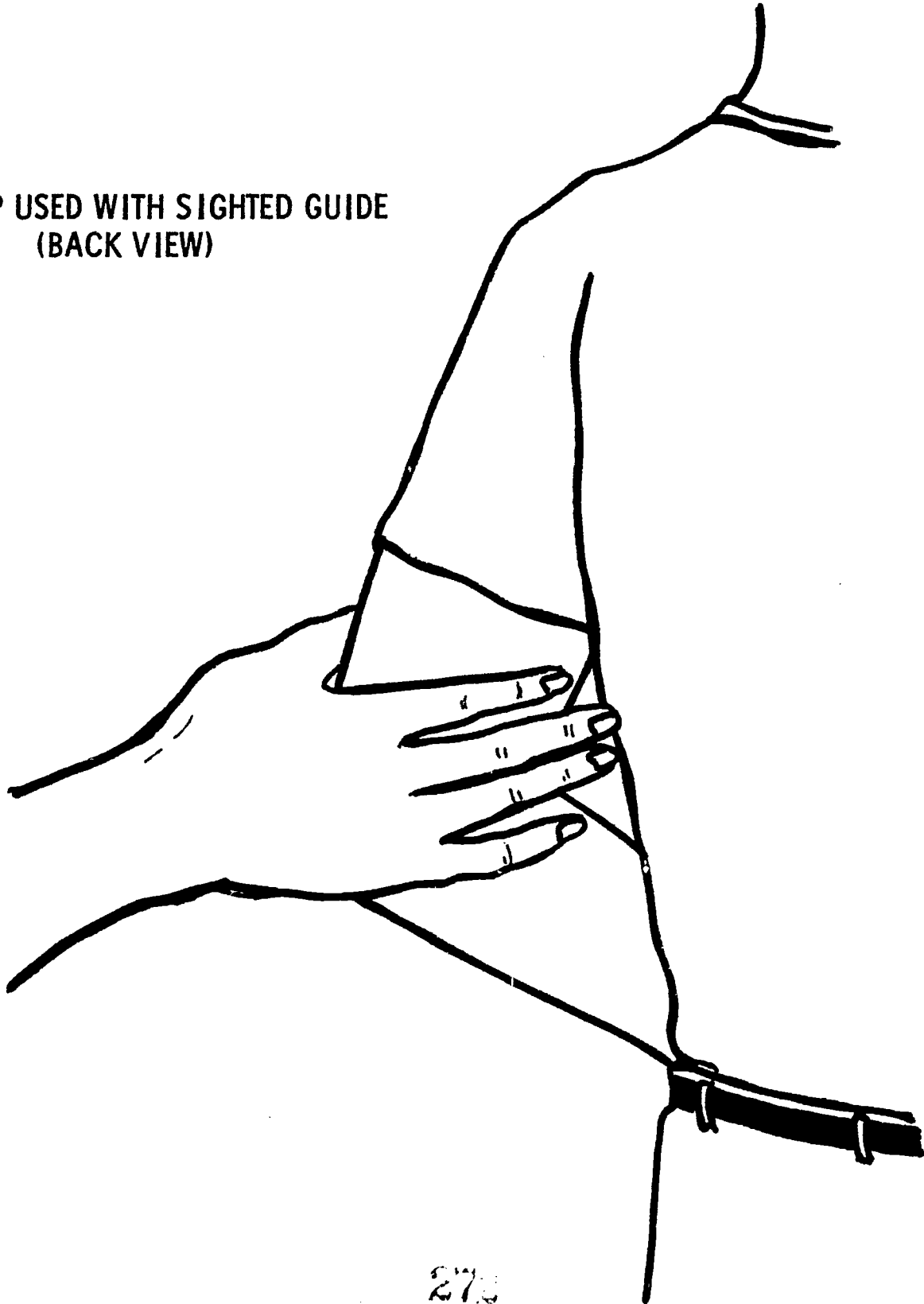
### SIGHTED - GUIDE TECHNIQUE

The blind student locates and makes contact with the sighted guide's elbow. The grip should be taken just above the elbow with thumb on the outside and fingers on the inside of the arm. The grip should be firm but not tight so as to be uncomfortable. The blind person's forearm is horizontal to the floor. The guide is one-half step in front of the blind traveller. The outside shoulder of the guide is directly in front of the inside shoulder of the traveller.

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4A PICTURE

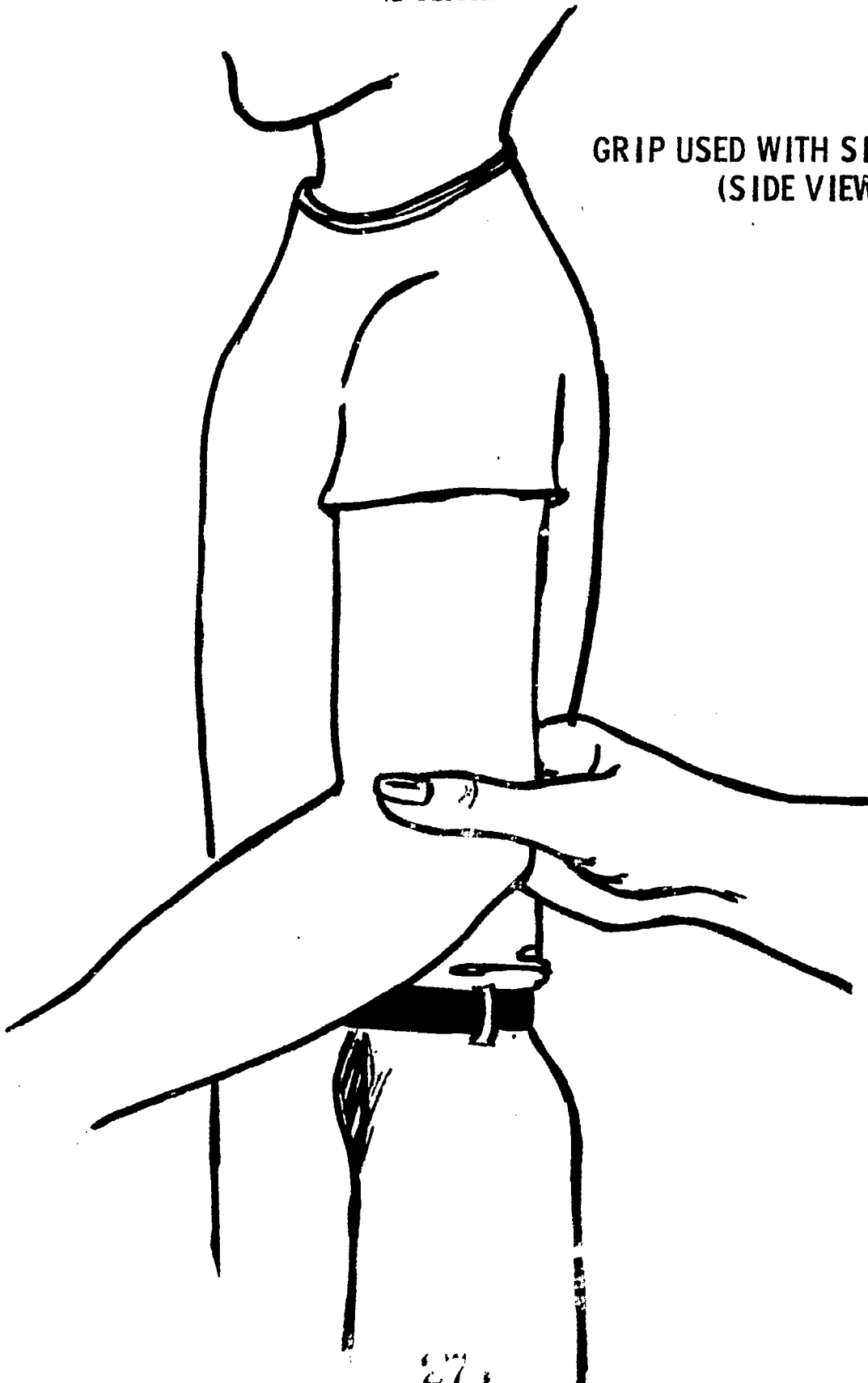
GRIP USED WITH SIGHTED GUIDE  
(BACK VIEW)



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4B PICTURE

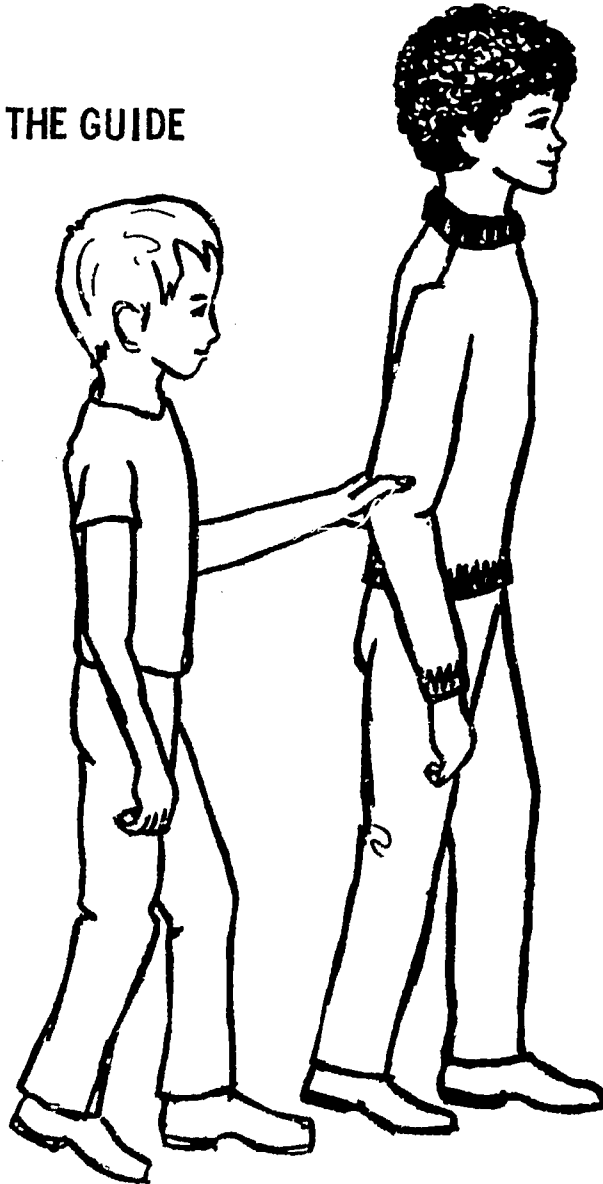
GRIP USED WITH SIGHTED GUIDE  
(SIDE VIEW)



4C PICTURE

## USE OF SIGHTED GUIDE

1/2 STEP BEHIND THE GUIDE



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### UPPER HAND and FOREARM TECHNIQUE

For upper body protection, the right or left arm of the blind student is extended straight out, horizontal and parallel to the floor. The forearm is brought toward the midline of the body to form an obtuse angle that is slightly more than 90° at the elbow. The palm of the hand is rotated outward, and held in position protecting the opposite shoulder. Fingers are loose and slightly flexed.

2A PICTURE

FOREARM TECHNIQUE  
(PROTECT HEAD FROM HANGING OBJECTS)

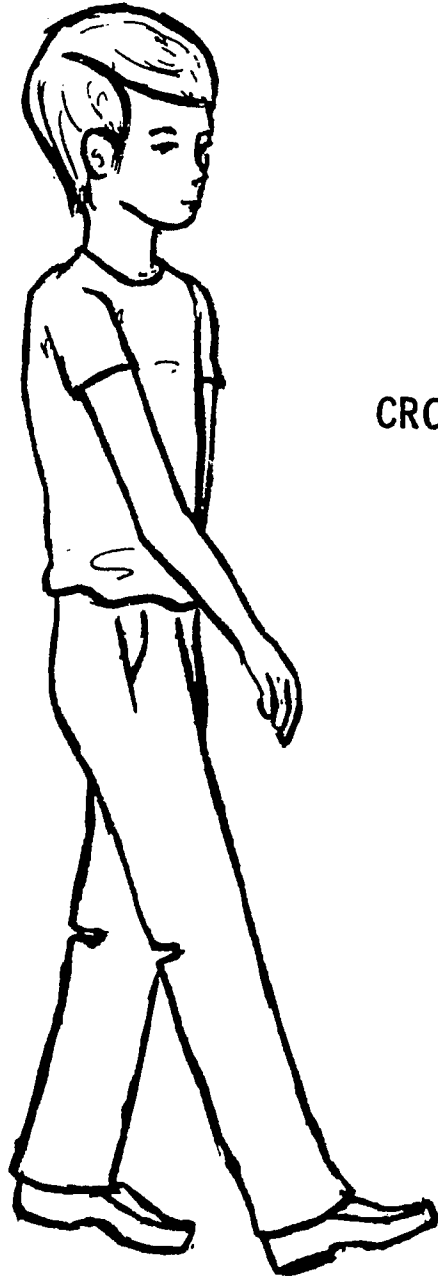


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### LOWER BODY PROTECTION

The right or left arm is fully extended downward, fingers pointing toward the floor. The palm of the hand is toward the body, with the back of the hand outward. The hand and arm are centered in front of the body, approximately twelve inches away from the abdominal region. The knees are loose and slightly bent to provide further protection.

2E PICTURE



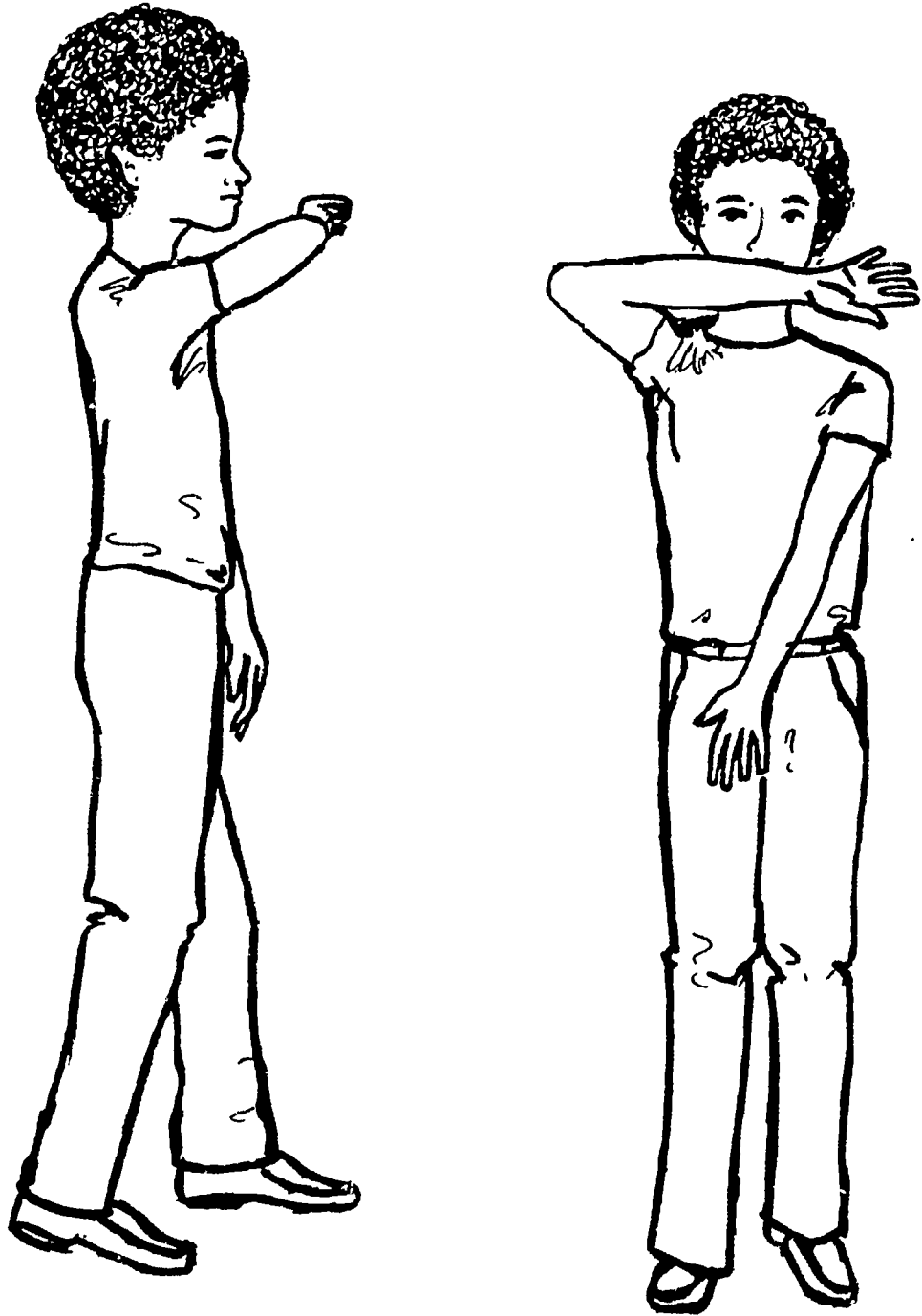
CROSS BODY (LOWER PROTECTION)

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UPPER FOREARM and LOWER FOREARM TECHNIQUE

These two techniques are used together for maximum protection in appropriate situation.



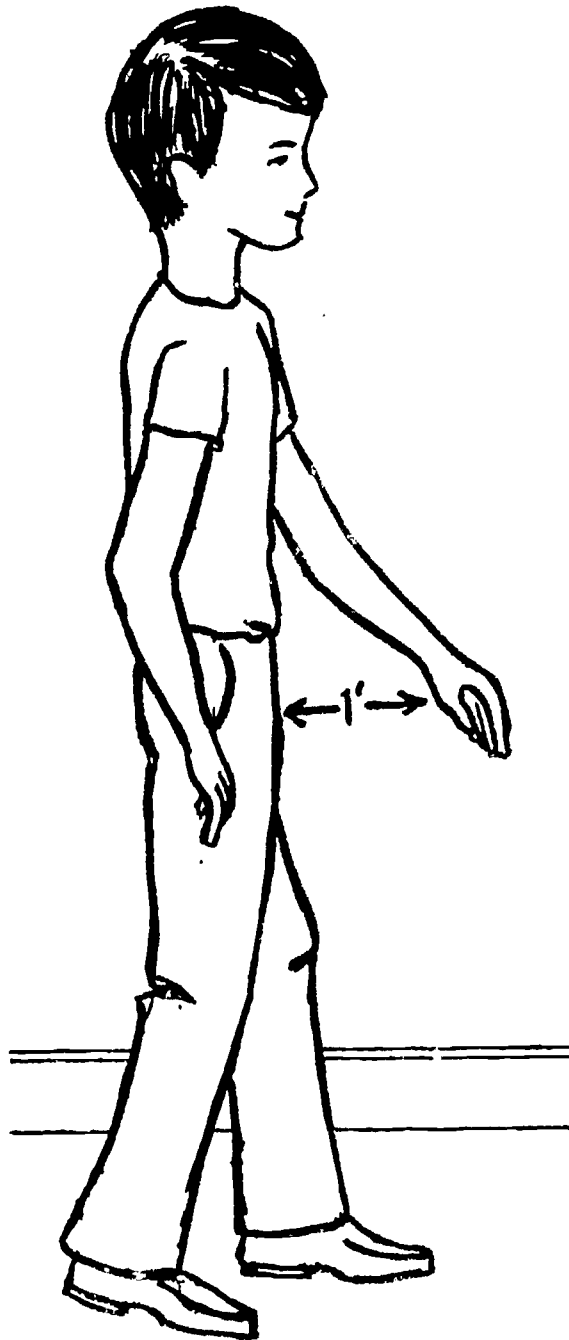
## TRAILING

The student's body is vertically parallel to a wall or other straight-lined object, so that one of his shoulders is four to six inches from the wall or surface to be trailed. The arm is extended straight downward at the side, with the elbow slightly bent; however, the hand is slightly ahead of the body by eight to twelve inches or at about hip height. The palm, back of the hand or fingers can be used against the surface to be trailed. The fingers are always flexed to avoid injury; knuckles or fingernails may be lightly in contact with the surface to be trailed. Trailing may be used with upper arm forearm protection and may also be used with intermittent contact with the surface to maintain good direction.

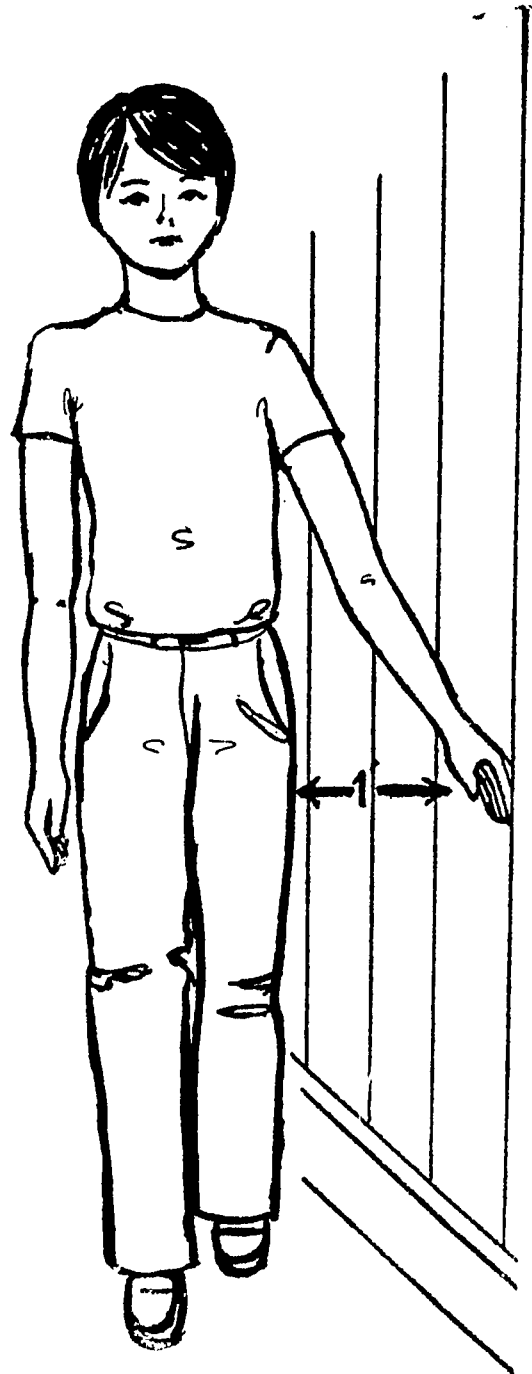
280 / 281  
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PICTURE 3A & B

SIDE VIEW TRAILING WALL



FRONT VIEW TRAILING WALL

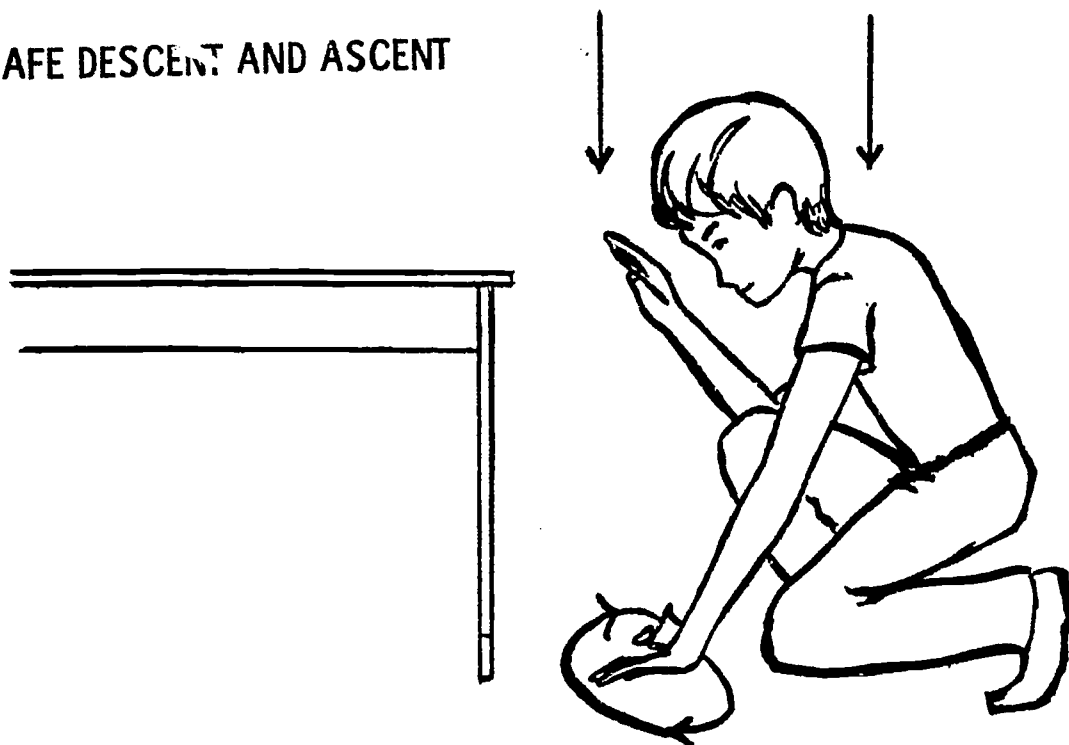


### LOCATING DROPPED OBJECTS

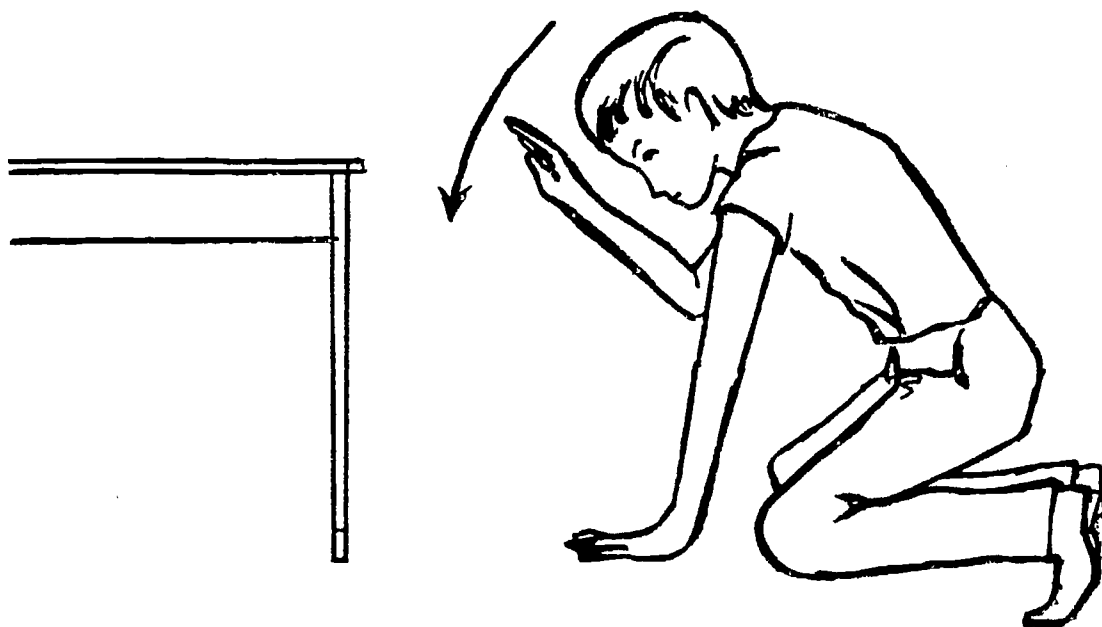
When a student drops an object, he should face his body in the direction of the sound. To locate the object, his elbow is brought in close to the body, with the hand moving six to twelve inches in front of the facial area to protect the face or avoid hitting the head. The palm faces outward with fingers spread apart. The bend may be forward from the waist or downward from the knees. Having contacted the floor, the student will begin searching for the object. The three general search patterns are circular, square or rectangular, depending upon the length and direction of the strokes. The circular search pattern is most frequently used. The palm of the hand lightly but firmly contacts the floor, and movement is made in a circular, counter-clockwise direction. As the search progresses, the circles grow larger, with over-lapping areas covered by previous movements, until the object is located.

PICTURE 1B & 1C

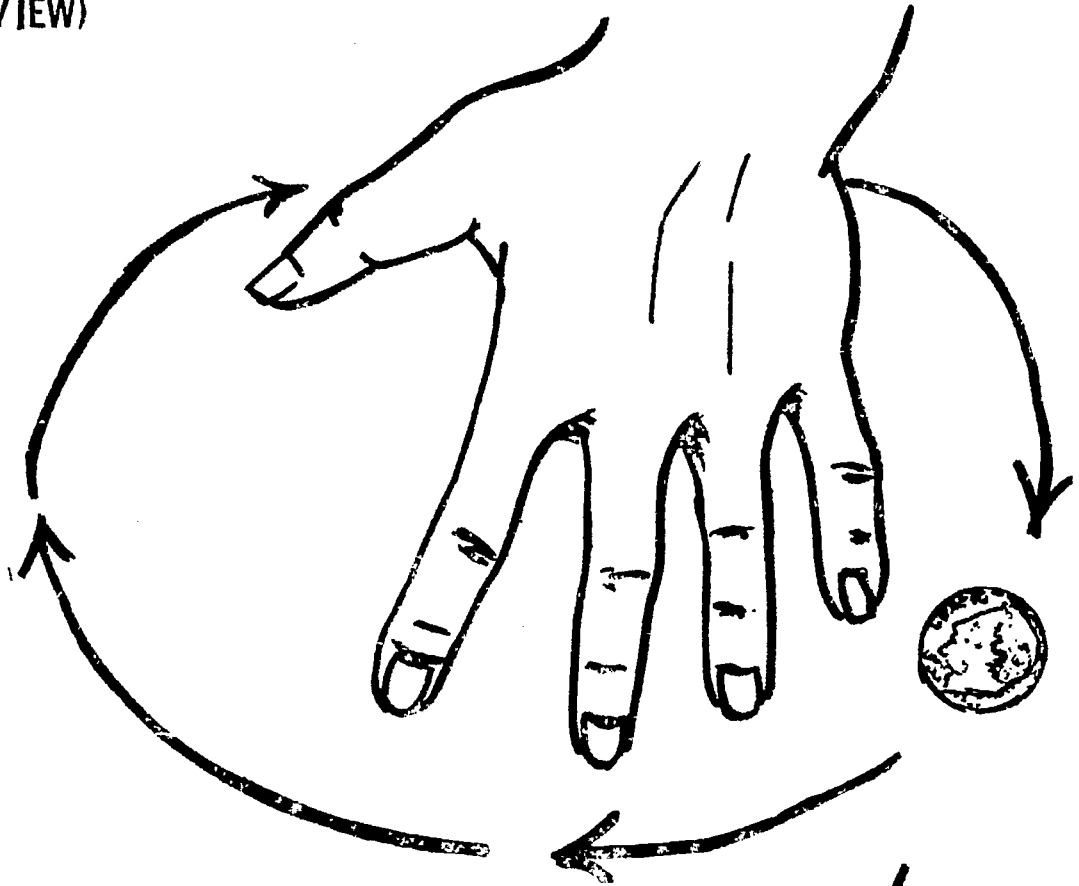
SAFE DESCENT AND ASCENT



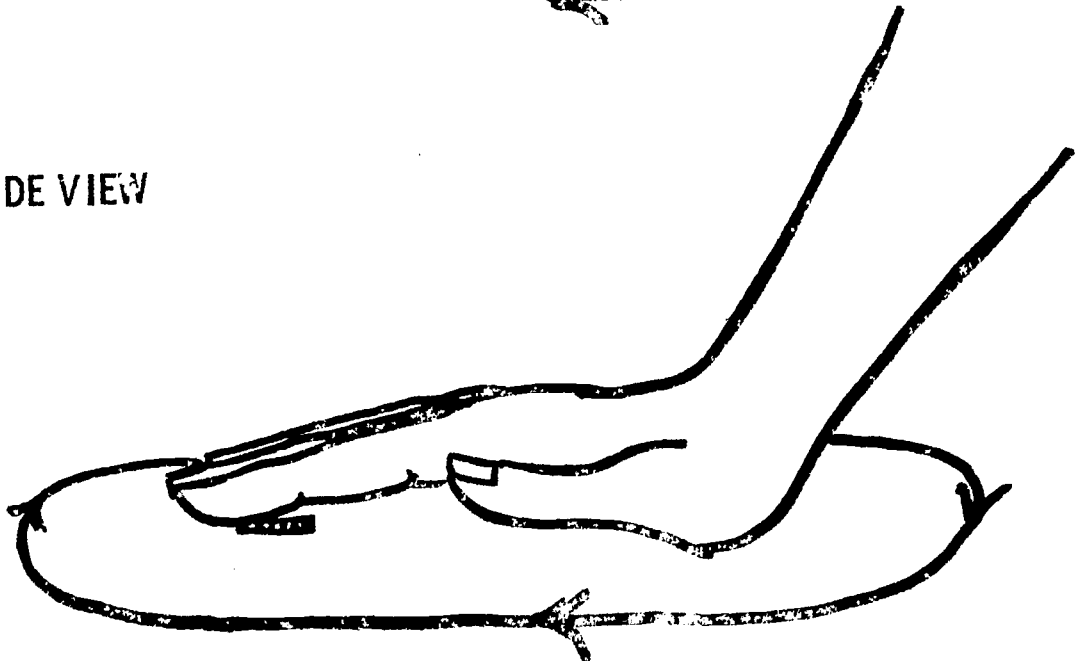
HANDS PROTECTS HEAD WHILE BENDING



CIRCULAR MOTION OF HAND WHEN SEARCHING  
(TOP VIEW)



SIDE VIEW



## GLOSSARY

**Assessment:** Evaluation of a specific skill.

**Auditory Modality:** Experiencing of one's environment through hearing.

**Basic Abilities:** The capacity to relate concepts to one's environment through identification, description, grouping, patterning, etc.

**Basic Concepts:** Primary impressions one obtains regarding size, weight, shape, texture, color location, etc. through utilization of one's senses.

**Bend:** To perform an axial movement in which the arms, legs, head or trunk are inclined forward, backward or sideward.

**Body Image:** Recognition of the parts of the body, how they operate and the ability to move efficiently through space.

**Characteristics:** Distinctive marks, features and qualities that distinguish one thing from another.

**Climb:** To raise one's body above ground level.

**Clue:** Any sound, odor, temperature, or stimulus which can be used by the visually impaired student to help him determine his position or direction.

**Contrast:** To bring out difference.

**Copy:** An imitation of an original.

**Crawl:** To move on hands and knees in a smooth, coordinated way.

**Describe:** To represent the features of.

**Descriptive Activity:** The teacher's direct statement to the student.

**Direction Taking:** The process of using an object or sound to establish a course of direction toward or away from an object.

**Formal Evaluation:** Specialized professional vision evaluation from ophthalmologist or optometrist.

**Gallop:** To move repeatedly in a rapid, rhythmical and unilateral manner.

**Grasp:** To reach and seize an object.

**Group:** A number of persons or things near, placed or classified together.

**Gustatory Modality:** Experiencing of one's environment through taste.

**Hop:** To spring from one foot and land on the same foot.

- Identify:** The ability to know or recognize an object.
- Informal Evaluation:** Vision evaluation by classroom teacher and other professionals working with a youngster.
- Jump:** To spring from one of both feet and land on both feet.
- Kneel:** To bend or rest on one's knee or knees.
- Label:** A paper card affixed to anything denoting its content, nature, ownership, etc.
- Landmark:** A familiar object or clue which has an exact and known location in the environment.
- Lie Down:** To assume a reclining position; a place for sleep.
- Light Perception (LP):** Knowledge of light changes; perceives light but doesn't localize.
- Light Projection (PLL):** Ability to distinguish and determine light source; localizes light in one or more visual quadrants.
- Low Vision:** Any functional degree of residual vision.
- Maneuvering Activity:** Basic instruction in working with the youngster in motor coordination.
- March:** To walk with an "exaggerated" knee lift.
- Mobility:** The ability to move safely, efficiently, effectively and comfortably from one place to another within the environment by utilizing the remaining senses including any useful vision.
- Motor Coordination:** The ability to perform muscular activities with skill and balance.
- Object-Form Perception (HM):** Beginning with ability to count fingers; progressive to identification of forms.
- Object Perception:** Perception of sound waves reflected by nearby objects.
- Olfactory Modality:** Experiencing one's environment through smell.
- Ophthalmologist:** A physician, an M.D., who specializes in diagnosis and treatment of defects and diseases of the eye, performing surgery or prescribing treatment.
- Optometrist:** A licensed non-medical individual who specializes in examination of the eyes and prescription of glasses.



Order: Sequence; To systematize.

Orientation: The establishment of awareness of one's position in relation to the environment and significant objects within the environment by utilizing the remaining senses including any useful vision.

Partially Sighted: Measureable visual acuity within range of 20/70 to 20/200; in better eye after correction.

Pattern: A model, example or guide to imitate.

Peripheral Vision: Useful Field of perception or projection in one or more visual quadrants - limited or no central acuity.

Pull: To move an object toward ones' self.

Push: To move an object outward.

Residual Vision: Usable vision ranging from light perception to object perception, which would be sufficient to enable the individual to discriminate and recognize visually suitable materials.

Roll: To move by turning on an axis over and over.

Run: To propel ones' self forward in a pendulum type movement with a period of no support.

Scoot: To move forward with the aid of the arms while sitting on the floor with legs extended.

Sensory Modality: The method of experiencing one's environment through vision, taste, touch, smell and hearing.

Side-Step: To move to the side without turning the body or feet.

Sighted Guide Technique: The blind person's proper grasp just above the elbow of the sighted guide and the subsequent walk.

Sit: To rest on a seat or chair in an erect manner in normal position.

Skip: To move repeatedly in a bilateral manner consisting of a step and hop with an uneven rhythm.

Sort: To put into order persons or things having the same qualities.

Sound Localization: The ability to identify where the sound is emanating from, or at least the general locality.

**Squaring Off:** The process of positioning one's body in relation to an object in order to establish a new line of direction.

**Stand:** To be upright on the feet in an erect manner.

**Stoop and Squat:** To crouch in varying degrees.

**Stretch:** To move one or more parts of the body away from one another.

**Tactile Modality:** Experiencing of one's environment through touch and feeling.

**Thermal Localization:** The ability to identify where a temperature source is emanating from, or at least the general locality.

**Throw:** To propel an object by a forward thrust of the hand.

**Trailing:** The process of using the back of the fingers to follow a surface while maintaining a line of travel parallel to that surface.

**Tunnel Vision:** Central acuity of 20° or less in best eye after correction.

**Twist:** To move the body in a winding, spiral manner.

**Visual Modality:** Experiencing of one's environment through vision.

**Walk:** To move erect in a coordinated upright fashion without support by transferring the weight from one foot to another.

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| CONCEPT WORD  | DIRECTION  | COMMENT |
|---------------|--|---------|
| between       | "Put the cup <u>between</u> the box and the block of wood."        |         |
| horizontal    | "Hold the block of wood so that it is <u>horizontal</u> ."         |         |
| vertical      | "Hold the block of wood so that it is <u>vertical</u> ."           |         |
| diagonal      | "Hold the block of wood so that it is <u>diagonal</u> ."           |         |
| parallel      | "Place the two blocks of wood <u>parallel</u> to each other."      |         |
| perpendicular | "Place the two blocks of wood <u>perpendicular</u> to each other." |         |

W. MOVEMENT OF OBJECTS TO OBJECTS USING BASIC CONCEPT WORDS

Student should be sitting at a desk. He will use a box, two blocks of wood, a pencil, a cup and a pebble.

| CONCEPT WORD                         | DIRECTION  | COMMENT |
|--------------------------------------|--|---------|
| front                                | "Put the cup in <u>front</u> of the box."  |         |
| back, behind                         | "Put the pencil in <u>back</u> of the box."  |         |
| right                                | "Put the cup to the <u>right</u> of the box."  |         |
| left                                 | "Put the pencil to the <u>left</u> of the box"   |         |
| beside, to the side, sideways, along | "Put the block of wood <u>beside</u> the box."   |         |
| above, over, top, on top of          | "Put the cup <u>on top of</u> the box."  |         |
| below, under, beneath, underneath    | "Put the block of wood <u>below</u> the cup."  |         |
| bottom, top                          | "Put the <u>bottom</u> of the cup on the <u>top</u> of the box."<br>"Put the <u>bottom</u> of the box on the <u>top</u> of the cup." |         |
| on, upon                             | "Put the pencil <u>on</u> the box."  |         |
| in, into                             | "Put the pebble <u>in</u> the cup."  |         |
| out                                  | "Take the pebble <u>out</u> of the cup."   |         |
| near, close                          | "Put the box <u>near</u> the block of wood."   |         |
| far, away                            | "Put the box <u>far</u> from the pencil."  |         |
| across, opposite                     | "Put the box <u>across</u> from the block of wood."  |         |
| level                                | "Hold the pencil <u>level</u> ."   |         |
| slanted                              | "Hold the pencil so that it is <u>slanted</u> ."   |         |
| middle, center                       | "Place the box in the <u>middle</u> of the desk."  |         |



| CONCEPT WORD   | DIRECTION   | COMMENT |
|----------------|---|---------|
| around         | "Move the chair <u>around</u> your body."             |         |
| middle, center | "Place the pebble in the <u>middle</u> of your palm." |         |
| between        | "Put the block of wood <u>between</u> your feet."     |         |

V. MOVEMENT OF OBJECTS TO BODY USING BASIC CONCEPT WORDS

Student will use a chair, block of wood, lollipop and a pebble.

| CONCEPT WORD                              | DIRECTION  | COMMENT |
|---|--|---------|
| front                                     | "Put block of wood in <u>front</u> of your face."          |         |
| back, behind                              | "Put the chair in <u>back</u> of your body."               |         |
| right                                     | "Put the chair on your <u>right</u> ."                     |         |
| left                                      | "Put the chair on your <u>left</u> ."                      |         |
| beside, to the side, along                | "Put the block of wood <u>beside</u> your ear."            |         |
| up, upon                                  | "Put the block of wood <u>upon</u> your shoulder."         |         |
| above, over, on top of                    | "Put the block of wood <u>above</u> your head."            |         |
| bottom, below, under, beneath, underneath | "Put the block of wood on the <u>bottom</u> of your foot." |         |
| on, upon                                  | "Put the block of wood <u>on</u> your head."               |         |
| higher                                    | "Hold the block of wood <u>higher</u> than your head."     |         |
| lower                                     | "Hold the block of wood <u>lower</u> than your head."      |         |
| in, into                                  | "Put the lollipop <u>in</u> your mouth."                   |         |
| out                                       | "Take the lollipop <u>out</u> of your mouth."              |         |
| near, close, next to, by, adjacent to     | "Put the chair <u>near</u> your body."                     |         |
| far, away                                 | "Hold the block of wood <u>far</u> from your body."        |         |
| across, opposite                          | "Place the chair <u>across</u> from your body."            |         |

| CONCEPT WORD     | DIRECTION  | COMMENT |
|------------------|--|---------|
| across, opposite | "Put your body <u>across</u> from the desk."           |         |
| around           | "Walk <u>around</u> the chair."                        |         |
| middle, center   | "Place hand in the <u>middle</u> of the desk"          |         |
| between          | "Put your body <u>between</u> the desk and the chair." |         |

U. MOVEMENT OF BODY TO OBJECTS USING BASIC CONCEPT WORDS

Student will use a desk, a chair and a block of wood

| CONCEPT WORD                           | DIRECTION  | COMMENT |
|--|--|---------|
| front                                  | "Stand in <u>front</u> of the desk."                         |         |
| back, behind                           | "Stand in <u>back</u> of the desk."                          |         |
| right                                  | "Stand to the <u>right</u> of the chair."                    |         |
| left                                   | "Stand to the <u>left</u> of the chair."                     |         |
| beside                                 | "Stand <u>beside</u> the desk."                              |         |
| up, upon                               | "Put your feet <u>up</u> on the desk."                       |         |
| down                                   | "Lay your head <u>down</u> on the desk."                     |         |
| top                                    | "Touch the <u>top</u> of your head against the chair."       |         |
| bottom                                 | "Touch the <u>bottom</u> of your foot to the block of wood." |         |
| above, over, on, on top of             | "Hold your elbows <u>above</u> the desk."                    |         |
| below, under, beneath, underneath      | "Put your hands <u>below</u> the desk."                      |         |
| higher                                 | "Put your arm <u>higher</u> than the block of wood."         |         |
| lower                                  | "Put your arm <u>lower</u> than the block of wood."          |         |
| in, into                               | "Put your hand <u>in</u> the desk."                          |         |
| out                                    | "Take your hand <u>out</u> of the desk."                     |         |
| near, close, adjacent to, next to, by, | "Put your head <u>near</u> the chair."                       |         |
| far, away                              | "Move your body <u>far</u> from the chair."                  |         |
| toward                                 | "Lean your head <u>toward</u> the desk."                     |         |

| CONCEPT WORD        | DIRECTION  | COMMENT |
|---------------------|--|---------|
| far                 | "Stand <u>far</u> from your partner."                                    |         |
| toward              | "Move <u>toward</u> your partner."                                       |         |
| away                | "Move <u>away</u> from your partner."                                    |         |
| across,<br>opposite | "Move <u>across</u> from your partner."                                  |         |
| around              | "Walk <u>around</u> your partner."                                       |         |
| level               | "Move your head so that it is <u>level</u><br>with your partner's head." |         |
| middle, center      | "Move to the <u>middle</u> of the group."                                |         |
| between             | "Stand <u>between</u> two friends."                                      |         |
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T. MOVEMENT OF ONE'S OWN BODY TO ANOTHER PERSON'S BODY USING BASIC CONCEPT WORDS

| CONCEPT WORD                          | DIRECTION  | COMMENT |
|---------------------------------------|--|---------|
| front                                 | "Stand in <u>front</u> of your partner."                 |         |
| back, behind                          | "Stand in <u>back</u> of your partner."                  |         |
| right                                 | "Stand to the <u>right</u> of your partner."             |         |
| left                                  | "Stand to the <u>left</u> of your partner."              |         |
| beside                                | "Stand <u>beside</u> your partner."                      |         |
| up                                    | "Hold your partner's leg <u>up</u> ."                    |         |
| down                                  | "Hold your partner's arm <u>down</u> ."                  |         |
| top                                   | "Touch the <u>top</u> of your partner's foot."           |         |
| bottom                                | "Touch the <u>bottom</u> of your partner's foot."        |         |
| above, over, on top of                | "Put your elbows <u>above</u> your partner's shoulders." |         |
| below, under, beneath, underneath     | "Put your hands below your partner's feet."              |         |
| on upon                               | "Put your hands <u>on</u> your partner's knees."         |         |
| high, higher                          | "Hold your partner's hands <u>high</u> in the air."      |         |
| low, lower                            | "Place your partner's head <u>low</u> ."                 |         |
| stop, wait                            | " <u>Stop</u> your partner from swaying."                |         |
| go, leave                             | " <u>Go</u> with your partner."                          |         |
| come                                  | " <u>Come</u> with your partner."                        |         |
| in                                    | "Put your hand <u>in</u> your partner's."                |         |
| out                                   | "Take your hand <u>out</u> of your partner's"            |         |
| near, close, next to, by, adjacent to | "Stand <u>near</u> your partner."                        |         |

| CONCEPT WORD                          | DIRECTIONS   | COMMENT |
|---------------------------------------|--|---------|
| come                                  | " <u>Come</u> to me."  |         |
| in, into                              | "Put your fist <u>in</u> your hand."                               |         |
| out                                   | "Take your hand <u>out</u> of your pocket."                        |         |
| near, close, next to, by, adjacent to | "Hold your hand <u>near</u> your side."                            |         |
| far                                   | "Put your legs <u>far</u> apart."                                  |         |
| toward                                | "Lean your head <u>toward</u> your knees."                         |         |
| away                                  | "Move your arm and hands <u>away</u> from your body."              |         |
| across, opposite                      | "Point to the body part <u>across</u> from your ear."              |         |
| around                                | "Move your hand <u>around</u> ."                                   |         |
| level                                 | "Make your whole body <u>level</u> ."                              |         |
| slanted                               | "Make your whole body <u>slanted</u> ."                            |         |
| halfway                               | "Bend <u>halfway</u> to the floor."                                |         |
| middle, center                        | "Point to the body part in the <u>middle</u> of your face." (nose) |         |
| between                               | "Put your head <u>between</u> your legs."                          |         |
| horizontal                            | "Move so that your whole body is in a <u>horizontal</u> position." |         |
| vertical                              | "Move so that your whole body is in a <u>vertical</u> position."   |         |
| diagonal                              | "Move so that your whole body is in a <u>diagonal</u> position."   |         |
| parallel                              | "Move your arms <u>parallel</u> to each other."                    |         |
| perpendicular                         | "Move your arms <u>perpendicular</u> to each other."               |         |

S. MOVEMENT OF ONE'S OWN BODY USING BASIC CONCEPT WORDS

Have student stand for this exercise

| CONCEPT WORD                         | DIRECTION   | COMMENT |
|--------------------------------------|---|---------|
| front                                | "Put your hand in <u>front</u> of your face."               |         |
| back, behind                         | "Put your hands in <u>back</u> of your neck."               |         |
| forward                              | "Bend your body <u>forward</u> ."                           |         |
| backward                             | "Bend your body <u>backward</u> ."                          |         |
| right                                | "Touch your <u>right</u> knee with your <u>right</u> hand." |         |
| left                                 | "Touch your <u>left</u> hand to your <u>left</u> ear."      |         |
| beside, to the side, sideways, along | "Put your arm <u>beside</u> your leg."                      |         |
| up                                   | "Hold your hand <u>up</u> ."                                |         |
| down                                 | "Look <u>down</u> at the floor."                            |         |
| top                                  | "Show me the <u>top</u> of your head."                      |         |
| bottom                               | "Touch the <u>bottom</u> of your foot."                     |         |
| upward                               | "Point your finger <u>upward</u> ."                         |         |
| downward                             | "Point your finger <u>downward</u> ."                       |         |
| above, over, on top of               | "Put your hands <u>above</u> your head."                    |         |
| below, under, beneath, underneath    | "Put your hands <u>below</u> your chin."                    |         |
| on, upon                             | "Put your elbow <u>on</u> your knee."                       |         |
| high, higher                         | "Hold your hand <u>high</u> ."                              |         |
| low, lower                           | "Hold your hand <u>low</u> ."                               |         |
| stop, wait                           | "Run, now <u>stop</u> ."                                    |         |
| go, leave                            | " <u>Go</u> away."  |         |



### Identify Left Side of Another Person's Body

Have the student face a partner so that they are facing opposite directions. If the student has difficulty with laterality (other people facing them) demonstrate and instruct.

| STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART    | COMMENT |
|---|---------|
| Touch your left hand to your partner's left shoulder  |         |
| Touch your left hand to your partner's right shoulder |         |
| Touch your right hand to your partner's right knee    |         |
| Touch your right hand to your partner's left knee     |         |
| Touch your right hand to your partner's right toes    |         |
| Touch your right hand to your partner's left toes     |         |
| Touch your left hand to your partner's left elbow     |         |
| Touch your left hand to your partner's right elbow    |         |
| Touch your right hand to your partner's left leg      |         |
| Touch your right hand to your partner's right leg     |         |
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R. IDENTIFY RIGHT SIDE OF ANOTHER PERSON'S BODY

Have the student and his partner face the same direction.

| STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART    | COMMENT |
|---|---------|
| Touch your left hand to your partner's left shoulder  |         |
| Touch your left hand to your partner's right shoulder |         |
| Touch your right hand to your partner's right knee    |         |
| Touch your right hand to your partner's left knee     |         |
| Touch your right hand to your partner's right toes    |         |
| Touch your right hand to your partner's left toes     |         |
| Touch your left hand to your partner's left elbow     |         |
| Touch your left hand to your partner's right elbow    |         |
| Touch your right hand to your partner's left leg      |         |
| Touch your right hand to your partner's right leg     |         |
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**Q. MOVEMENT OF ONE'S BODY TO THE RIGHT AND TO THE LEFT**

Ask the student, and instruct if necessary, to perform the following body movements to the right, then to the left, and finally mixed, to the right and to the left.

| MOVEMENTS | RIGHT | LEFT | R/L | COMMENTS |
|-----------|-------|------|-----|----------|
| turn      |       |      |     |          |
| twist     |       |      |     |          |
| pivot     |       |      |     |          |
| sidestep  |       |      |     |          |
| slide     |       |      |     |          |
| dodge     |       |      |     |          |
| leap      |       |      |     |          |
| bend      |       |      |     |          |
| stretch   |       |      |     |          |
| lean      |       |      |     |          |
| fall      |       |      |     |          |
| throw     |       |      |     |          |
| kick      |       |      |     |          |
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PLACE OBJECTS TO THE RIGHT AND TO THE LEFT OF THE BODY

Ask the student to place objects to the right and to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

| OBJECT  | L | R | COMMENT |
|---------|---|---|---------|
| chalk   |   |   |         |
| fork    |   |   |         |
| glass   |   |   |         |
| wallet  |   |   |         |
| sock    |   |   |         |
| pen     |   |   |         |
| jar     |   |   |         |
| tape    |   |   |         |
| picture |   |   |         |
| candy   |   |   |         |
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**P. PLACE OBJECTS TO THE RIGHT OF THE BODY**

Ask the student to place objects to the right of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

| OBJECT   | COMMENT |
|----------|---------|
| ball     |         |
| pencil   |         |
| eraser   |         |
| spoon    |         |
| hat      |         |
| keys     |         |
| car      |         |
| plate    |         |
| crayon   |         |
| record   |         |
| scissors |         |
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PLACE OBJECTS TO THE LEFT OF THE BODY

Ask the student to place objects to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

| OBJECT    | COMMENT |
|-----------|---------|
| book      |         |
| cup       |         |
| shoe      |         |
| doll      |         |
| paper     |         |
| sea shell |         |
| game      |         |
| dish      |         |
| chair     |         |
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IDENTIFY OBJECTS AND OR SOUNDS TO THE LEFT OF THE BODY

Guide the student to the left of a series of objects and/or sounds to be identified.

| OBJECT | QUESTION                      | RESPONSE | COMMENT |
|--------|-------------------------------|----------|---------|
| ball   | "What is to the left of you?" | "ball"   |         |
| mitten | "What is to the left of you?" | "mitten" |         |
| chair  | "What is to the left of you?" | "chair"  |         |
| piano  | "What is to the left of you?" | "piano"  |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |
|        | "What is to the left of you?" |          |         |

Place a series of objects and or sounds to the left of the student. Identify where they are.

| OBJECT | QUESTION              | RESPONSE            | COMMENT |
|--------|-----------------------|---------------------|---------|
| paper  | "Where is the paper?" | "to the left of me" |         |
| scarf  | "Where is the scarf?" | "to the left of me" |         |
| timer  | "Where is the timer?" | "to the left of me" |         |
|        |                       | "to the left of me" |         |
|        |                       | "to the left of me" |         |
|        |                       | "to the left of me" |         |
|        |                       | "to the left of me" |         |

0. IDENTIFY OBJECTS AND SOUNDS TO THE RIGHT OF THE BODY

Guide the student to the right of a series of objects and/or sounds to be identified.

| OBJECTS | QUESTION                 | RESPONSE | COMMENT |
|---------|--------------------------|----------|---------|
| window  | "What is to your right?" | "window" |         |
| drum    | "What is to your right?" | "drum"   |         |
| table   | "What is to your right?" | "table"  |         |
|         | "What is to your right?" |          |         |
|         | "What is to your right?" |          |         |
|         | "What is to your right?" |          |         |
|         | "What is to your right?" |          |         |
|         | "What is to your right?" |          |         |

Place a series of objects and/or sounds to the right of the student and have him identify where they are.

| OBJECTS | QUESTION             | RESPONSE             | COMMENT |
|---------|----------------------|----------------------|---------|
| cup     | "Where is the cup?"  | "to the right of me" |         |
| bell    | "Where is the bell?" | "to the right of me" |         |
|         |                      | "to the right of me" |         |
|         |                      | "to the right of me" |         |
|         |                      | "to the right of me" |         |
|         |                      | "to the right of me" |         |



RIGHT AND LEFT HANDS TO IDENTIFY RIGHT AND LEFT BODY PARTS

| RIGHT/LEFT TO RIGHT/LEFT                    | COMMENT |
|---|---------|
| Touch your right hand to your left shoulder |         |
| Touch your left hand to your right knee     |         |
| Touch your right hand to your left ear      |         |
| Touch your left hand to your right elbow    |         |
| Touch your right foot to your left knee     |         |
| Touch your left hand to your right side     |         |
| Touch your right hand to your left eye      |         |
| Touch your left elbow to your right thigh   |         |
| Touch your right wrist to your left ear     |         |
| Touch your left foot with your right foot   |         |
| Touch your right hand to your left toes     |         |
| Touch your left thumb to your right arm     |         |
| Touch your right toes to your left heel     |         |
| Touch your left heel to your right heel     |         |
| Touch your right toes to your left leg      |         |
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LEFT HAND TO IDENTIFY LEFT SIDE BODY PARTS

| LEFT TO LEFT                               | COMMENT |
|--|---------|
| Touch your left hand to your left ear      |         |
| Touch your left hand to your left knee     |         |
| Touch your left hand to your left eye      |         |
| Touch your left hand to your left foot     |         |
| Touch your left hand to your left shoulder |         |
| Touch your left hand to your left cheek.   |         |
| Touch your left hand to your left leg      |         |
| Touch your left hand to your left ankle    |         |
| Touch your left hand to your left side     |         |
| Touch your left hand to your left thigh    |         |
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RIGHT HAND TO IDENTIFY RIGHT SIDE BODY PARTS

| RIGHT TO RIGHT                               | COMMENT |
|--|---------|
| Touch your right hand to your right ear      |         |
| Touch your right hand to your right knee     |         |
| Touch your right hand to your right eye      |         |
| Touch your right hand to your right foot     |         |
| Touch your right hand to your right shoulder |         |
| Touch your right hand to your right cheek    |         |
| Touch your right hand to your right leg      |         |
| Touch your right hand to your right ankle    |         |
| Touch your right hand to your right side     |         |
| Touch your right hand to your right thigh    |         |
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N. NAME AND IDENTIFY RIGHT AND LEFT SIDES OF THE BODY

Have the student lean the right part of his body against a wall. The teacher identifies specific body parts (by touching them) as the student feels them against the wall. (The student might also identify the body parts as the teacher or student touches them). The same procedure is used for the left side.

| SIDE BODY PARTS | R | L | COMMENT |
|-----------------|---|---|---------|
| hair            |   |   |         |
| temples         |   |   |         |
| ears            |   |   |         |
| jaw             |   |   |         |
| neck            |   |   |         |
| shoulders       |   |   |         |
| arm             |   |   |         |
| upper arm       |   |   |         |
| elbow           |   |   |         |
| forearm         |   |   |         |
| wrist           |   |   |         |
| hand            |   |   |         |
| side            |   |   |         |
| waist           |   |   |         |
| hips            |   |   |         |
| leg             |   |   |         |
| ankle bone      |   |   |         |
| foot            |   |   |         |
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M. MOVEMENT OF ONE'S BODY

Ask the student, and instruct if necessary, to perform the following body movements forward, then backward and finally mixed, forward and backward.

| MOVEMENTS | FORWARD<br>(TOWARD) | BACKWARD<br>(AWAY) | FORWARD<br>BACKWARD | COMMENT |
|-----------|---------------------|--------------------|---------------------|---------|
| walk      |                     |                    |                     |         |
| run       |                     |                    |                     |         |
| march     |                     |                    |                     |         |
| jump      |                     |                    |                     |         |
| hop       |                     |                    |                     |         |
| leap      |                     |                    |                     |         |
| scoot     |                     |                    |                     |         |
| crawl     |                     |                    |                     |         |
| slide     |                     |                    |                     |         |
| skip      |                     |                    |                     |         |
| prance    |                     |                    |                     |         |
| gallop    |                     |                    |                     |         |
| roll      |                     |                    |                     |         |
| bend      |                     |                    |                     |         |
| lean      |                     |                    |                     |         |
| fall      |                     |                    |                     |         |
| push      |                     |                    |                     |         |
| pull      |                     |                    |                     |         |
| throw     |                     |                    |                     |         |
| kick      |                     |                    |                     |         |
|           |                     |                    |                     |         |
|           |                     |                    |                     |         |
|           |                     |                    |                     |         |
|           |                     |                    |                     |         |

Place Objects in Front and in Back of the Body

Ask student to place specific objects in front and in back of his body.  
(Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

| OBJECT     | COMMENT |
|------------|---------|
| pen        |         |
| fork       |         |
| hat        |         |
| paper clip |         |
| glue       |         |
| chalk      |         |
| shoe       |         |
| truck      |         |
| triangle   |         |
| soap       |         |
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|            |         |

**Place Objects in Back of the Body**

Ask student to place specific objects in back of his body. (Student can be standing, sitting in a chair or lying on a mat to do these exercises).

| OBJECT       | COMMENT |
|--------------|---------|
| paper        |         |
| crayons      |         |
| scarf        |         |
| handkerchief |         |
| shoe         |         |
| scissors     |         |
| tape         |         |
| block        |         |
| magnet       |         |
| spoon        |         |
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L. PLACE OBJECTS IN FRONT OF THE BODY

Ask the student to place specific objects in front of his body. (Student can be standing, sitting in a chair or lying on a mat to do these exercises).

| OBJECT | COMMENT |
|--------|---------|
| book   |         |
| bell   |         |
| record |         |
| ball   |         |
| cap    |         |
| doll   |         |
| glove  |         |
| eraser |         |
| cup    |         |
| rope   |         |
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Guide the student in back of a series of objects and sounds to be identified.

| OBJECT | QUESTION  | RESPONSE | COMMENT |
|--------|---|----------|---------|
| desk   | "What is in back of you?"                                 | "desk"   |         |
| locker | "What is in back of you?"                                 | "locker" |         |
| window | "What is in back of you?"<br>(note sun or breeze on back) | "window" |         |
| sink   | "What is in back of you?"<br>(run water in sink)          | "sink"   |         |
|        |   |          |         |
|        |   |          |         |
|        |   |          |         |
|        |   |          |         |
|        |   |          |         |
|        |   |          |         |

Place a series of objects and sounds in back of the student and ask him to identify where they are.

| OBJECT        | QUESTION                      | RESPONSE        | COMMENT |
|---------------|-------------------------------|-----------------|---------|
| shelf         | "Where is the book shelf?"    | "in back of me" |         |
| record player | "Where is the record player?" | "in back of me" |         |
|               |                               |                 |         |
|               |                               |                 |         |
|               |                               |                 |         |
|               |                               |                 |         |

K. IDENTIFY OBJECTS AND SOUNDS IN FRONT AND IN BACK OF THE BODY

Guide the student in front of a series of objects and sounds to be identified.

| OBJECT | QUESTION   | RESPONSE | COMMENT |
|--------|--|----------|---------|
| chair  | "What is in front of you?"                           | "chair"  |         |
| table  | "What is in front of you?"                           | "table"  |         |
| easel  | "What is in front of you?"                           | "easel"  |         |
| piano  | "What is in front of you?"<br>(strike note on piano) | "piano"  |         |
| door   | "What is in front of you?"<br>(open and close door)  | "door"   |         |
|        |  |          |         |
|        |  |          |         |
|        |  |          |         |
|        |  |          |         |

Place a series of objects and/or sounds in front of the student and ask him to identify where they are.

| OBJECT | QUESTION                                  | RESPONSE         | COMMENT |
|--------|---|------------------|---------|
| book   | "Where is the book?"                      | "in front of me" |         |
| duck   | "Where is the duck?"<br>(squeak the duck) | "in front of me" |         |
|        |   |                  |         |
|        |   |                  |         |
|        |   |                  |         |
|        |   |                  |         |

NAME AND IDENTIFY BACK OF THE BODY

Have the student lean the back part of his body against the wall. The teacher identifies specific body parts by touching them as the student feels them against the wall. The Student might also identify the body parts as the teacher or student touches them.

| BACK BODY PARTS       | COMMENT |
|-----------------------|---------|
| hair                  |         |
| head (back of)        |         |
| neck                  |         |
| back                  |         |
| spine                 |         |
| waist                 |         |
| rear - bottom - seat  |         |
| leg                   |         |
| thigh - upper leg     |         |
| calf - lower leg back |         |
| ankle                 |         |
| heel                  |         |
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**J. NAME AND IDENTIFY FRONT OF THE BODY**

Have the student lean the front part of his body against the wall. The teacher identifies specific body parts by touching them as the student feels them against the wall. The student might also identify the body parts as the teacher or student touches them.

| FRONT BODY PARTS       | COMMENT |
|------------------------|---------|
| face                   |         |
| forehead               |         |
| eyes                   |         |
| eyebrows               |         |
| nose                   |         |
| cheeks                 |         |
| mouth                  |         |
| lips                   |         |
| chin                   |         |
| neck                   |         |
| throat                 |         |
| chest                  |         |
| breast                 |         |
| stomach                |         |
| waist                  |         |
| thigh - upper leg      |         |
| knee                   |         |
| shin - lower leg front |         |
| ankle                  |         |
| toes                   |         |
|                        |         |
|                        |         |
|                        |         |

I. MOVEMENT OF OBJECTS TO SPECIFIC BODY PARTS

| OBJECT TO BODY PART                    | COMMENT |
|--|---------|
| Put the cup to your mouth              |         |
| Put the hat on your head               |         |
| Put the telephone receiver to your ear |         |
| Put the pencil in your hand            |         |
| Put the scarf around your neck         |         |
| Put the box on your lap                |         |
| Hold the carton next to your chest     |         |
| Hold the baby doll in your arms        |         |
| Put the ring on your finger            |         |
| Pull the table closer to your body     |         |
|  |         |
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H. MOVEMENT OF BODY AND SPECIFIC BODY PARTS TO OBJECTS

| BODY PART TO OBJECTS                  | COMMENT |
|---------------------------------------|---------|
| Lay your head on the table            |         |
| Put your back against the door        |         |
| Put your arm against the locker       |         |
| Put your shoulder against the chair   |         |
| Put your elbows on the table          |         |
| Put your nose against the window      |         |
| Put your feet up on the desk          |         |
| Put your eye against the keyhole      |         |
| Put your ear next to your wrist watch |         |
| Put your heels against the wall       |         |
|                                       |         |
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|                                       |         |

G. MOVEMENT OF ONE'S OWN BODY PARTS TO TOUCH ANOTHER PERSON'S BODY PARTS

| STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART | COMMENT |
|--|---------|
| Touch your hands to your partner's shoulder        |         |
| Place your back against your partner's back        |         |
| Touch your knees to your partner's knees           |         |
| Place your arm against your partner's arm          |         |
| Touch your toes to your partner's toes             |         |
| Put your rear against your partner's rear          |         |
| Touch your leg to your partner's leg               |         |
| Touch your heels to your partner's heels           |         |
| Touch your elbows to your partner's knees          |         |
| Place your head against your partner's stomach     |         |
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|  |         |
|  |         |

F. MOVEMENT OF ONE'S OWN BODY PARTS TO TOUCH OTHER BODY PARTS

| BODY PART TO BODY PART                     | COMMENT |
|--|---------|
| Touch your hand to your head               |         |
| Touch your ear to your shoulder            |         |
| Touch your chin to your chest              |         |
| Touch your elbows to your knees            |         |
| Touch your wrists to your ankles           |         |
| Touch your fingers to your toes            |         |
| Touch your hands (palms) to your thighs    |         |
| Put your ear to your wrist                 |         |
| Touch your toe to your heel                |         |
| Touch your toes to your toes               |         |
| Touch your heels to your heels             |         |
| Put your chest to your lap                 |         |
| Touch your arms to your legs               |         |
| Touch your toe to your thigh               |         |
| Touch your chin to your shoulder           |         |
| Touch your hand (back of) to your forehead |         |
| Touch your shin to your calf               |         |
| Touch your knuckles to your back           |         |
| Put your foot on your knee                 |         |
| Touch your nose with your thumb            |         |
|  |         |
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|  |         |



| BODY PART             | MOVEMENT   | COMMENT |
|-----------------------|--|---------|
| waist                 | bend<br>rotate<br>"waist high"   |         |
| hips and rear         | twist<br>shake<br>rotate/circle  |         |
| leg and related parts | bend<br>straighten/extend<br>lower and raise<br>swing<br>rotate/circle<br>together and apart<br>hang from<br>"knee high" |         |
| foot and ankle        | bend<br>straighten/extend<br>rotate/circle<br>together and apart<br>point  |         |
| toes                  | wiggle<br>"point to your toe"  |         |
|                       |  |         |

| BODY PART             | MOVEMENT  | COMMENT |
|-----------------------|---|---------|
| shoulders             | shrug<br>hunch<br>"shoulder high"<br>"I don't know"   |         |
| arm and related parts | bend<br>straighten/extend<br>lower/and raise<br>swing<br>rotate/circle<br>together and apart<br>hang from<br>hail a bus<br>wave traffic on          |         |
| hand and wrist        | bend<br>rotate/circle<br>together and apart<br>clap<br>count<br>point<br>wait and stop<br>wave (hello/goodbye)<br>"shake your finger"<br>hand shake |         |
| fingers               | thumbs up<br>thumbs down<br>idea<br>point<br>number indication  |         |
| chest                 | "chest out"<br>"Look proud"   |         |

E. MOVEMENT OF BODY PARTS

| BODY PART | MOVEMENT  | COMMENT |
|-----------|---|---------|
| head      | nod<br>shake<br>bow<br>circle<br>rotate<br>drop<br>tilt           |         |
| eyes      | open<br>close<br>blink<br>squint<br>wink                          |         |
| nose      | wiggle<br>wrinkle   |         |
| mouth     | smile<br>frown<br>pout<br>kiss<br>smack<br>grin<br>puff up cheeks |         |
| tongue    | "stick out"<br>make a sound with<br>"tongue in cheek"             |         |
| chin      | "chin on your chest"<br>"keep your chin up"                       |         |

| IDENTIFY PARTS OF AN ANIMAL   | COMMENT                           |
|---|-----------------------------------|
| <p>Touch the cat's ears</p> <p>Touch the cat's stomach</p> <p>Touch the cat's paws</p> <p>Touch the cat's head</p> <p>Touch the cat's tail</p> <p>Touch the cat's leg</p> <p>Touch the cat's whiskers</p> <p>Touch the cat's rear (bottom)</p> <p>Touch the cat's chest</p> <p>Touch the cat's back</p> | Empty comment boxes for cat parts |
| <p>Touch the dog's hair</p> <p>Touch the dog's back</p> <p>Touch the dog's forehead</p> <p>Touch the dog's ears</p> <p>Touch the dog's tail</p>   | Empty comment boxes for dog parts |
| Empty box for identifying parts   | Empty comment boxes               |

| IDENTIFY PARTS OF A MODEL OR DOLL | COMMENT |
|-----------------------------------|---------|
| Touch the doll's head             |         |
| Touch the doll's legs             |         |
| Touch the doll's hands            |         |
| Touch the doll's fingers          |         |
| Touch the doll's elbows           |         |
| Touch the doll's back             |         |
| Touch the doll's feet             |         |
| Touch the doll's hair             |         |
| Touch the doll's mouth            |         |
| Touch the doll's nose             |         |
| Touch the doll's shoulders        |         |
| Touch the doll's stomach          |         |
| Touch the doll's knees            |         |
| Touch the doll's heel             |         |
| Touch the doll's toes             |         |
| Touch the doll's ankle            |         |
| Touch the doll's bottom (rear)    |         |
| Touch the doll's chest            |         |
| Touch the doll's neck             |         |
| Touch the doll's thumb            |         |
|                                   |         |
|                                   |         |
|                                   |         |
|                                   |         |

D. IDENTIFY ANOTHER PERSON'S, A MODEL'S OR AN ANIMAL'S BODY PARTS

| IDENTIFY PARTS OF ANOTHER PERSON  | COMMENT |
|-----------------------------------|---------|
| Touch your partner's head         |         |
| Touch your partner's shoulders    |         |
| Touch your partner's elbows       |         |
| Touch your partner's knees        |         |
| Touch your partner's back         |         |
| Touch your partner's shins        |         |
| Touch your partner's feet         |         |
| Touch your partner's nose         |         |
| Touch your partner's ears         |         |
| Touch your partner's wrists       |         |
| Touch your partner's chin         |         |
| Touch your partner's neck         |         |
| Touch your partner's index finger |         |
| Touch your partner's forehead     |         |
| Touch your partner's arm          |         |
| Touch your partner's hair         |         |
| Touch your partner's hips         |         |
| Touch your partner's calf         |         |
| Touch your partner's ankles       |         |
| Touch your partner's hand         |         |
|                                   |         |
|                                   |         |
|                                   |         |
|                                   |         |
|                                   |         |
|                                   |         |

C. IDENTIFY CLOTHING AND ACCESSORIES FOR BODY PARTS

| BODY PART         | FEMALE          | MALE    | BOTH                      | COMMENT |
|-------------------|-----------------|---------|---------------------------|---------|
| head              | scarf           | cap     | hat                       |         |
| nose              |                 |         | glasses                   |         |
| ears              | earrings        |         |                           |         |
| neck              | necklace        | necktie | scarf                     |         |
| wrist             | bracelet        |         | wrist watch               |         |
| hand              |                 |         | gloves<br>mittens         |         |
| finger            |                 |         | ring                      |         |
| chest and<br>back | blouse<br>dress | shirt   | jacket<br>coat<br>sweater |         |
| waist             |                 |         | belt                      |         |
| leg               | panty<br>hose   |         | pants<br>slacks<br>shorts |         |
| foot              |                 |         | shoes<br>socks            |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |
|                   |                 |         |                           |         |

B. IDENTIFY FUNCTION OF BODY PARTS

| BODY PART             | FUNCTION  | COMMENT |
|-----------------------|---|---------|
| hair                  | to protect the head from heat and cold  |         |
| eyes                  | to see with   |         |
| eyebrows<br>eyelashes | to protect eye from dust and foreign particles  |         |
| eyelids               | to protect eye from injury, to regulate light entering eye, to cleanse eye through blinking |         |
| nose                  | to breathe and smell with   |         |
| ears                  | to hear with  |         |
| mouth                 | To eat, drink, and talk with  |         |
| teeth                 | to bite and chew with   |         |
| tongue                | to help in eating and talking   |         |
| neck                  | to support head   |         |
| arm                   | to help in lifting and carrying, pushing and pulling, to help maintain body balance         |         |
| hand                  | to help grasp and hold objects  |         |
| spine                 | to help support in standing and sitting   |         |
| leg                   | to help support the body and aid in walking, running, etc.                                  |         |
| foot                  | to help support the body and aid in walking, running, etc.                                  |         |
|                       |   |         |
|                       |   |         |
|                       |   |         |



| BODY PART              | COMMENT |
|------------------------|---------|
| leg                    |         |
| thigh - upper leg      |         |
| knee                   |         |
| shin - lower leg front |         |
| calf - lower leg back  |         |
| ankle                  |         |
| ankle bone             |         |
| foot                   |         |
| heel                   |         |
| arch                   |         |
| ball of foot           |         |
| toes                   |         |
| skin                   |         |
| bones                  |         |
| muscles                |         |
|                        |         |
|                        |         |
|                        |         |
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|                        |         |
|                        | 316     |

A. NAME AND IDENTIFY BODY PARTS

| BODY PART  | COMMENT | BODY PART           | COMMENT |
|------------|---------|---------------------|---------|
| hair       |         | elbow               |         |
| head       |         | forearm             |         |
| face       |         | wrist               |         |
| forehead   |         | hand                |         |
| temples    |         | palm                |         |
| eyes       |         | back of hand        |         |
| eyebrows   |         | knuckles            |         |
| eyelids    |         | fingers             |         |
| nose       |         | index-first-pointer |         |
| nostrils   |         | middle - big        |         |
| cheeks     |         | ring                |         |
| cheekbones |         | little-pinkie       |         |
| ears       |         | thumb               |         |
| earlobes   |         | fingernail          |         |
| mouth      |         | cuticle             |         |
| lips       |         | chest               |         |
| teeth      |         | breast              |         |
| tongue     |         | stomach             |         |
| jaw        |         | back                |         |
| chin       |         | spine               |         |
| neck       |         | sides               |         |
| throat     |         | waist               |         |
| shoulders  |         | hips                |         |
| arm        |         | lap                 |         |
| upper arm  |         | rear-bottom-seat    |         |

|          |  |
|----------|--|
| SIZE     | small large smaller larger longer than shorter than inches feet yard mile length block                   |
| SHAPE    | round square triangle flat irregular oval  |
| TEXTURE  | rough smooth soft hard dry wet warm cool hot cold  |
| COLOR    | names shades tints bright dull glossy light dark primary secondary tertiary                              |
| WEIGHT   | light heavy medium pound ounce gram ton liquid measure   |
| LOCATION | classroom bedroom home school street sidewalk driveway   |
| USE      | cleaning tools wearing items edibles playing items cooking utensils bedtime items                        |
| POSITION | low high up down in front between next to across from on over near far<br>distance of footage left right |
| MOVEMENT | can be moved is moving stationary fast slow quick jerky smooth running skipping                          |
| TIME     | hours minutes seconds weeks days months years morning day afternoon night                                |
| SOUNDS   | loud soft harsh high low pitch frequency   |
| TASTE    | sweet sour bitter bland salty spicy  |
| ODOR     | sweet sour spicy stale fresh   |

338/339

| CONCEPTS | ABILITIES |          |       |       |      |       |      |         |          |
|----------|-----------|----------|-------|-------|------|-------|------|---------|----------|
|          | Identify  | Describe | Label | Group | Sort | Order | Copy | Pattern | Contrast |
| Size     |           |          |       |       |      |       |      |         |          |
| Shape    |           |          |       |       |      |       |      |         |          |
| Texture  |           |          |       |       |      |       |      |         |          |
| Color    |           |          |       |       |      |       |      |         |          |
| Weight   |           |          |       |       |      |       |      |         |          |
| Location |           |          |       |       |      |       |      |         |          |
| Use      |           |          |       |       |      |       |      |         |          |
| Position |           |          |       |       |      |       |      |         |          |
| Movement |           |          |       |       |      |       |      |         |          |
| Time     |           |          |       |       |      |       |      |         |          |
| Sounds   |           |          |       |       |      |       |      |         |          |
| Taste    |           |          |       |       |      |       |      |         |          |
| Odor     |           |          |       |       |      |       |      |         |          |

5401341

Characteristics: small, large, smaller, larger, big, bigger than, longer than, shorter than, inches, feet, yards, mile, length of room, block, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC   | ACTIVITY EXAMPLE  | COMMENT |
|-------------|---------------------------|---|---------|
| Identifying | small, large              | Given 2 balls, the student will respond to the direction: "hand me the large ball."   |         |
| Describing  | inch, foot                | Given a group of items of various sizes, the student will describe their measurement  |         |
| Labeling    |                           |   |         |
| Grouping    |                           |   |         |
| Sorting     | small, medium, large      | Given a box of various sized pegs, the student will sort them according to size       |         |
| Ordering    |                           |   |         |
| Copying     |                           |   |         |
| Patterning  |                           |   |         |
| Contrasting | smaller than, bigger than | Given shoes, coats, etc. of children and adults, the student will contrast their size |         |

Characteristics: round, square, triangle, flat, irregular, oval, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC       | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-------------------------------|---|---------|
| Identifying |                               |   |         |
| Describing  | square                        | Given a cube or box, the student will describe its shape                      |         |
| Labeling    | round                         | Label or tag the objects in the room that are round                           |         |
| Grouping    |                               |   |         |
| Sorting     | square, triangle, round       | Given a series of shapes, the student will sort according to shape            |         |
| Ordering    |                               |   |         |
| Copying     |                               |   |         |
| Patterning  | round, square, triangle, oval | Given a bead pattern, the student will complete pattern using all beads given |         |
| Contrasting |                               |   |         |

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Characteristics: rough, smooth, soft, hard, dry, wet, warm, cool, hot, cold, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC                  | ACTIVITY EXAMPLE  | COMMENT |
|-------------|--|---|---------|
| Identifying | dry, wet, cool, warm                     | Given sand (grass) to walk on, the student will identify its texture  |         |
| Describing  | soft, hard                               | Given candy to eat, the student will describe whether it is soft (chewable) or hard   |         |
| Labeling    | soft, hard                               | Given a variety of objects, the student will label according to soft, hard  |         |
| Grouping    |  |   |         |
| Sorting     | smooth, rough                            | Given pieces of material (sand paper), the student will sort according to texture   |         |
| Ordering    |  |   |         |
| Copying     |  |   |         |
| Patterning  |  |   |         |
| Contrasting | differences of interior surface textures | Using a room and its many surfaces, the student will compare and contrast the textures and discuss the practicality of its function |         |

346/347

Characteristics: names, shades, tints, bright, dull, glossy, light, dark, primary, secondary, tertiary colors, etc. (Students having light and dark residual vision might also benefit from these activities)

| ABILITIES   | SPECIFIC CHARACTERISTIC             | ACTIVITY EXAMPLE   | COMMENT |
|-------------|-------------------------------------|--|---------|
| Identifying | light, dark                         | Given light and dark shades of colors (construction paper), the student will identify light and dark |         |
| Describing  | primary, secondary, tertiary colors | Given these names, the student will describe the color combinations                                  |         |
| Labeling    | names                               | Given the work "red" the student will collect all the objects in the room which are red              |         |
| Grouping    |                                     |  |         |
| Sorting     | shades                              | Given a box of broken crayons, the student will sort the crayons according to color                  |         |
| Ordering    |                                     |  |         |
| Copying     |                                     |  |         |
| Patterning  |                                     |  |         |
| Contrasting |                                     |  |         |



**E. WEIGHT**

**Characteristics:** light, heavy, medium, pound, ounce, gram, ton, liquid measure, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC                     | ACTIVITY EXAMPLE   | COMMENT |
|-------------|---|--|---------|
| Identifying | 1/2 pint, pint, quart<br>1/2 gallon, gallon | Given these volume containers, the student will name the content of each   |         |
| Describing  |   |  |         |
| Labeling    |   |  |         |
| Grouping    |   |  |         |
| Sorting     | light, heavy                                | Given six classroom items, the student will sort into two groups by weight   |         |
| Ordering    | lightest, heaviest                          | Given a pan balance, weights, and objects of various metals, the student will sequentially order the objects beginning with the lightest |         |
| Copying     |   |  |         |
| Patterning  |   |  |         |
| Contrasting |   |  |         |

Characteristics: would be found in...classroom, bedroom, home, school, community; on street, sidewalk, driveway, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-------------------------|---|---------|
| Identifying | bathroom                | Given the phrase "bathroom items", the student will identify items found in a bathroom    |         |
| Describing  | bedroom, kitchen        | Given a specific room, the student will describe items found in that room and their usage |         |
| Labeling    |                         |   |         |
| Grouping    | yard, workshop, kitchen | Given a variety of tools, the student will tell where they are found                      |         |
| Sorting     |                         |   |         |
| Ordering    |                         |   |         |
| Copying     |                         |   |         |
| Patterning  |                         |   |         |
| Contrasting | home, school            | Given these locations, the student will discuss their differences                         |         |

G. USE

Characteristics: cleaning tools, wearing items, edibles, playing items, cooking utensils, bedtime items, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-------------------------|---|---------|
| Identifying | cooking utensils        | Given a kitchen tool, the student will identify it and verbalize its use  |         |
| Describing  | cleaning tools          | Given a variety of cleaning tools, the student will describe its purpose and how to use it                        |         |
| Labeling    | edibles                 | Given a variety of foods, the student will label or tag according to fruits, vegetables, etc.                     |         |
| Grouping    |                         |   |         |
| Sorting     | wearing items           | Given a box of clothing, the student will sort according to underwear, inside playclothes, outdoor garments, etc. |         |
| Ordering    |                         |   |         |
| Copying     |                         |   |         |
| Patterning  |                         |   |         |
| Contrasting |                         |   |         |

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H. POSITION

Characteristics:

low, high, up, down, in front, between, next to, across from, on over, near, far, distance of footage, left, right, body height, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC          | ACTIVITY EXAMPLE   | COMMENT |
|-------------|----------------------------------|--|---------|
| Identifying | low, high                        | The student will follow the directions of "Simon Says" (i.e., Simon Says, "bend low," etc.)          |         |
| Describing  | on, under                        | Given objects, upon direction the student will place them on and under the table                     |         |
| Labeling    | shoulder high                    | Given the term shoulder high, the student will label all the items in the room which are this height |         |
| Grouping    |                                  |  |         |
| Sorting     |                                  |  |         |
| Ordering    |                                  |  |         |
| Copying     |                                  |  |         |
| Patterning  |                                  |  |         |
| Contrasting | top, bottom, middle, left, right | Given a paper, the student will find the top, bottom, middle, left and right sides of the page       |         |

**I. MOVEMENT**

Characteristics: can be moved, is moving, stationary, fast, slow, quick, jerky, smooth, running, skipping, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-------------------------|---|---------|
| Identifying | slow, fast              | Using his own body, the student will identify fast and slow movements                           |         |
| Describing  | smooth, jerky           | Given these two concepts, the student will describe them  |         |
| Labeling    |                         |   |         |
| Grouping    |                         |   |         |
| Sorting     |                         |   |         |
| Ordering    |                         |   |         |
| Copying     | skipping, running       | Given a demonstration, the student will repeat the movements                                    |         |
| Patterning  |                         |   |         |
| Contrasting | manual, mechanical      | Given 2 toy cars, one mechanically operated, the student will explain how the cars can be moved |         |

Characteristics: hours, minutes, seconds, weeks, days, months, years; morning, day, afternoon, night

| ABILITIES   | SPECIFIC CHARACTERISTIC     | ACTIVITY EXAMPLE  | COMMENT |
|-------------|-----------------------------|---|---------|
| Identifying | days, weeks, months         | Given "year" as a constant, the student will give equivalencies in days, weeks, months              |         |
| Describing  |                             |   |         |
| Labeling    | morning, afternoon, evening | Given the time of day, the student will label the hours of that period                              |         |
| Grouping    |                             |   |         |
| Sorting     |                             |   |         |
| Ordering    | morning, night              | Given a series of personal items, the student will sequence them according to the time of their use |         |
| Copying     |                             |   |         |
| Patterning  |                             |   |         |
| Contrasting |                             |   |         |

**K. SOUNDS**

Characteristics: loud, soft, harsh, high, low, pitch, frequency, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC    | ACTIVITY EXAMPLE  | COMMENT |
|-------------|----------------------------|---|---------|
| Identifying | Specific types of loudness | Using an appropriate record, the student will identify car (train, plane, etc.) sounds such as: screech, roar of engine, etc.<br>Given sounds, (guitar, piano), the student will describe the pitch |         |
| Describing  | high, low                  |   |         |
| Labeling    |                            |   |         |
| Grouping    |                            |   |         |
| Sorting     |                            |   |         |
| Ordering    |                            |   |         |
| Copying     | loud, soft                 | Given a drum, the student will repeat a loud-soft beat which he hears   |         |
| Patterning  |                            |   |         |
| Contrasting |                            |   |         |



L. TASTE

Characteristics: sweet, sour, bitter, bland, salty, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC | ACTIVITY EXAMPLE   | COMMENT |
|-------------|-------------------------|--|---------|
| Identifying | salty, bland            | Given the same food salted and unsalted, the student will identify the salted food                           |         |
| Describing  |                         |  |         |
| Labeling    | sweet, sour             | Given three juices (orange, grapefruit, kool-aid), the student will label which are sweet and which are sour |         |
| Grouping    | spicy                   | Given three spicy products and one non-spicy product, the student will group the three that are similar      |         |
| Sorting     |                         |  |         |
| Ordering    |                         |  |         |
| Copying     |                         |  |         |
| Patterning  |                         |  |         |
| Contrasting |                         |  |         |

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Characteristics: sweet, sour, spicy, stale, fresh, etc.

| ABILITIES   | SPECIFIC CHARACTERISTIC   | ACTIVITY EXAMPLE  | COMMENT |
|-------------|---------------------------|---|---------|
| Identifying | sweet, spicy, fresh, etc. | Taken for a walk in the neighborhood, the student will identify a store by its specific odor                |         |
| Describing  |                           |   |         |
| Labeling    | stale, sweet              | Given a variety of common foods, the student will label the food through smell                              |         |
| Grouping    | spicy, sweet              | Given three samples of cinnamon and one of powdered chocolate, the student will group those which are spicy |         |
| Sorting     |                           |   |         |
| Ordering    |                           |   |         |
| Copying     |                           |   |         |
| Patterning  |                           |   |         |
| Contrasting |                           |   |         |

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MOTOR COORDINATION CHECKLIST

| OBJECTIVES | COMMENT | OBJECTIVES      | COMMENT |
|------------|---------|-----------------|---------|
| Lie Down   |         | Gallop          |         |
| Roll       |         | Skip            |         |
| Scoot      |         | Stretch         |         |
| Sit        |         | Push and Pull   |         |
| Kneel      |         | Twist           |         |
| Crawl      |         | Bend            |         |
| Stand      |         | Stoop and Squat |         |
| Walk       |         | Climb           |         |
| March      |         | Grasp           |         |
| Jump       |         | Throw           |         |
| Hop        |         |                 |         |
| Run        |         |                 |         |
| Side-Step  |         |                 |         |

**VISUAL MODALITY CHART FOR EVALUATION**

The teacher sets up the variables (ex. distance, illumination, figure ground contrast, etc) and the student identifies the object.

| Object                    |                 | Doll | Car |  |  |  |
|---------------------------|-----------------|------|-----|--|--|--|
| Identify Object           |                 |      |     |  |  |  |
| Distance                  | 3 feet          |      |     |  |  |  |
|                           | 5 feet          |      |     |  |  |  |
|                           | 10 feet         |      |     |  |  |  |
|                           | 20 feet         |      |     |  |  |  |
| Size<br>(give dimension)  |                 |      |     |  |  |  |
| Illumination              | Bright          |      |     |  |  |  |
|                           | Average         |      |     |  |  |  |
|                           | Dim             |      |     |  |  |  |
| Figure-Ground<br>Contrast | Color (specify) |      |     |  |  |  |
|                           | High Contrast   |      |     |  |  |  |
|                           | Low Contrast    |      |     |  |  |  |
| Stationary                |                 |      |     |  |  |  |
| Moving                    | Slow            |      |     |  |  |  |
|                           | Medium          |      |     |  |  |  |
|                           | Fast            |      |     |  |  |  |

**AUDITORY MODALITY CHART FOR EVALUATION**

| Sound Source                        |          | Clock | Piano |  |
|-------------------------------------|----------|-------|-------|--|
| Identify Sound Source               |          |       |       |  |
| Intensity                           | loud     |       |       |  |
|                                     | soft     |       |       |  |
| Pitch                               | high     |       |       |  |
|                                     | medium   |       |       |  |
|                                     | low      |       |       |  |
| Position of Stationary Sound Source | front    | North |       |  |
|                                     | back     | South |       |  |
|                                     | right    | East  |       |  |
|                                     | left     | West  |       |  |
|                                     | high up  |       |       |  |
|                                     | medium   |       |       |  |
|                                     | low down |       |       |  |
| Distance                            | 3 feet   |       |       |  |
|                                     | 5 feet   |       |       |  |
|                                     | 10 feet  |       |       |  |
|                                     | 20 feet  |       |       |  |
| Move to Sound Source                | forward  |       |       |  |
|                                     | backward |       |       |  |
|                                     | sideways |       |       |  |
| Identify Moving Sound Source        |          |       |       |  |
| Track or Follow Sound Source        |          |       |       |  |

**TACTILE MODALITY CHART FOR EVALUATION**

| <b>Object</b>                                     |                     | <b>Book</b> | <b>Jacket</b> |  |  |
|---|---------------------|-------------|---------------|--|--|
| <b>Name Object</b>                                |                     |             |               |  |  |
| <b>Name and identify individual parts</b>         |                     |             |               |  |  |
| <b>Identify:<br/>Shape (specify)</b>              |                     |             |               |  |  |
| <b>Form</b>                                       | <b>Changeable</b>   |             |               |  |  |
|   | <b>Unchangeable</b> |             |               |  |  |
| <b>Size</b>                                       | <b>Large</b>        |             |               |  |  |
|   | <b>Small</b>        |             |               |  |  |
| <b>Length &amp; Width</b>                         |                     |             |               |  |  |
| <b>Weight</b>                                     | <b>Light</b>        |             |               |  |  |
|   | <b>Heavy</b>        |             |               |  |  |
| <b>Texture (specify)</b>                          |                     |             |               |  |  |
| <b>Thickness</b>                                  | <b>Thick</b>        |             |               |  |  |
|   | <b>Thin</b>         |             |               |  |  |
| <b>Temperature</b>                                | <b>Hot</b>          |             |               |  |  |
|   | <b>Cold</b>         |             |               |  |  |
| <b>Ability to Integrate and Interrelate Parts</b> |                     |             |               |  |  |
| <b>Re-name Object</b>                             |                     |             |               |  |  |

**OLFACTORY MODALITY CHART FOR EVALUATION**

| Odor Source                                    |        | Coffee | Gasoline |  |  |  |
|--|--------|--------|----------|--|--|--|
| Identify Odor                                  |        |        |          |  |  |  |
| Odor intensity                                 | strong |        |          |  |  |  |
|  | faint  |        |          |  |  |  |
| Association with Place (specify)               |        |        |          |  |  |  |
| Distance of Odor                               | far    |        |          |  |  |  |
|  | near   |        |          |  |  |  |
| Locate or Find Odor                            |        |        |          |  |  |  |
| Discriminate (spoil, fresh, sweet, sour, etc.) |        |        |          |  |  |  |

**PRE-CANE SKILLS CHECKLIST**

| OBJECTIVE                                  | COMMENT |
|--|---------|
| Sighted Guide Technique                    |         |
| Narrow Opening/<br>Heavily Congested Areas |         |
| Doorways                                   |         |
| Revolving Doors                            |         |
| Up Stairs                                  |         |
| Down Stairs                                |         |
| Escalator                                  |         |
| Seating                                    |         |
| Gymnasium/Auditorium<br>Seating            |         |
| Upper Hand & Forearm<br>Technique          |         |
| Lower Hand & Forearm<br>Technique          |         |
| Trailing                                   |         |
| Squaring Off                               |         |
| Locating dropped objects                   |         |

GUSTATORY MODALITY CHART FOR EVALUATION

| Taste Source      |        | Salt | Candy |  |  |  |
|-------------------|--------|------|-------|--|--|--|
| Identify Taste    |        |      |       |  |  |  |
| Characteristic    | sweet  |      |       |  |  |  |
|                   | sour   |      |       |  |  |  |
|                   | bitter |      |       |  |  |  |
|                   | salty  |      |       |  |  |  |
| Form              | solid  |      |       |  |  |  |
|                   | liquid |      |       |  |  |  |
|                   | gel    |      |       |  |  |  |
| Texture (specify) |        |      |       |  |  |  |
| Temperature       | hot    |      |       |  |  |  |
|                   | cold   |      |       |  |  |  |
|                   | tepid  |      |       |  |  |  |