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ABSTRACT

The guide suggests ways to incorporate arts activities into the curriculum for severely and profoundly handicapped students. The guide was developed through the work of visiting art teams consisting of artists in music, visual arts, dance/movement, and drama. The resulting guide was field tested at five sites. Activities are aimed at three levels of development: awareness, imitation, and self-initiation. For each developmental level, the activity's aim and description are included. Also addressed within each activity suggestion are materials needed, expansions, or additional ways to teach the activities, and modifications for adapting the activities for children with specific handicaps. Following general information on infusing art techniques into the curriculum, activity suggestions are presented for visual arts, dance/movement, music, and drama. An annotated bibliography and lists of consultants in each field are among appended materials.  
 (CL)

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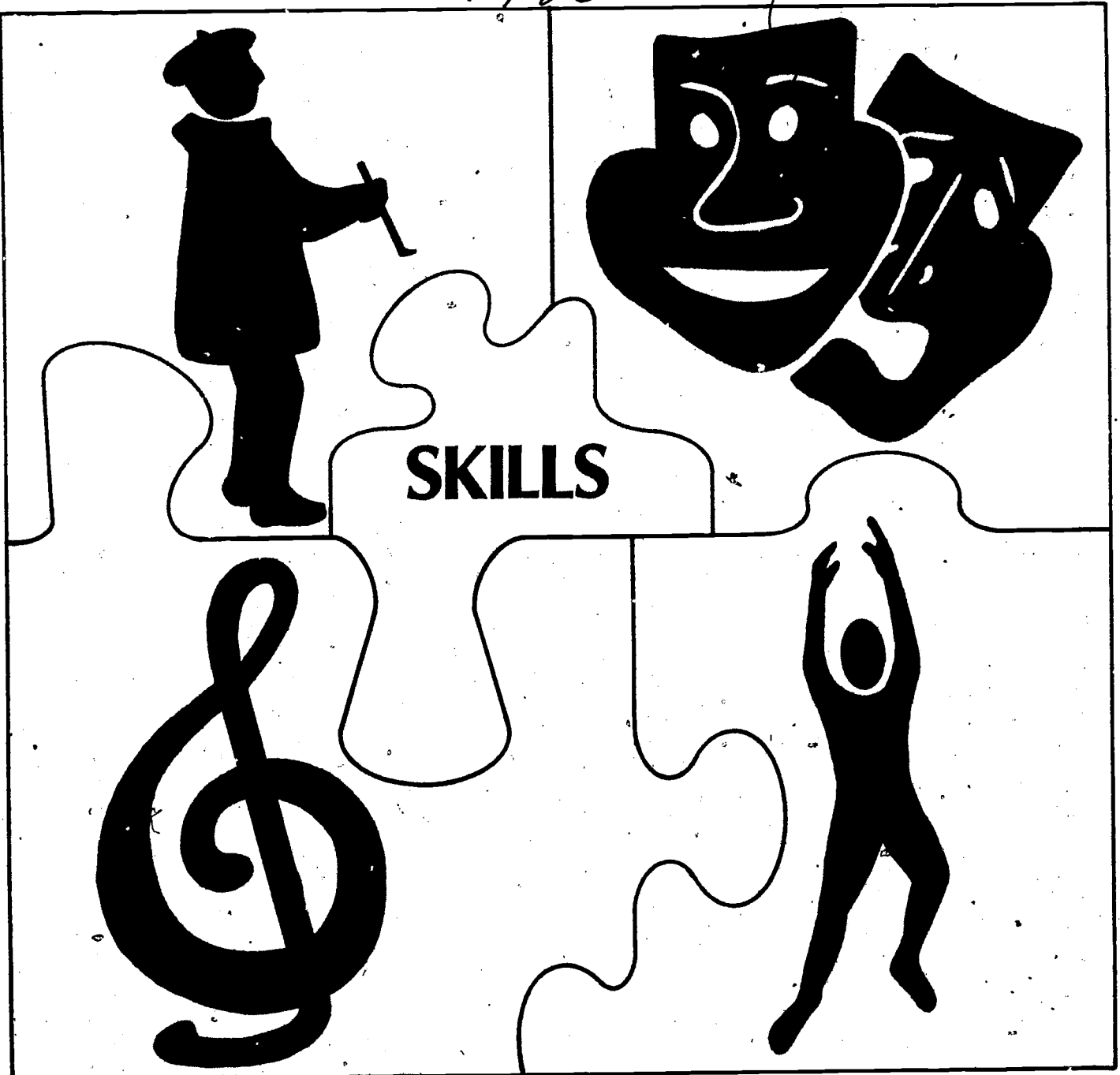
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# Integrative Arts Activities Guide for the Severely and Profoundly Handicapped

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Arts for Severely and Profoundly  
Handicapped Project

U.S. Department of Education  
Office of Special Education  
(Division of Innovation  
and Development)

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Project Director

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Project Officer

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Developed by

The National Committee, Arts for the Handicapped  
An Educational Affiliate of the John F. Kennedy Center  
1825 Connecticut Avenue, N.W., Suite 417  
Washington, DC 20009

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## FORWARD

Historically, the inclusion of an arts curriculum into the educational program for severely and profoundly handicapped students until very recently was non-existent. Lessons were generally presented day after day in repetitive drills and exercises. Progress was slow and the educational routine was tedious at best.

The need for innovative curriculum change for these students became readily apparent and as such the National Committee, Arts for the Handicapped began to field test arts programs in selected school sites across the country of which the Carter Center was included in 1979. As a result of this participation, we witnessed first hand the tremendous impact the inclusion of an arts program had on our students, staff and parents. It was clearly observable how positively stimulated the staff and students became when presented with new media and ideas with which to present standard educational objectives.

Using the arts to implement many of our IEP objectives is now common practice at our school and as such it has created an effective attitudinal change for us all.

Roger D. Mazor  
Program Administrator  
William Carter School  
Boston, Massachusetts

TABLE OF CONTENTS

Background..... G-1

Content and Utilization..... G-3

Focusing on Three Levels of Development..... G-5

Expansions and Modifications..... G-6

Focusing on Target Areas and Skills..... G-7

Suggested Skills..... G-8

Focusing on Art Form..... G-9

Suggested Outline to Create Arts Activities..... G-11

Worksheet to Create Arts Activities..... G-12

Suggested Art Techniques..... G-14

Additional Materials and Equipment..... G-15

Index of Activities..... G-16

## BACKGROUND

The Integrated Arts Activity Guide was developed under the funding of the Department of Education, Office of Special Education/ Division of Innovation and Development. The Guide is an outgrowth of the three year model project: A Model Program of Arts for the Severely and Profoundly Handicapped Children and Youth. The goal of this project was to develop a program which would: 1) improve the quality of life for severely and profoundly handicapped children and youth through experience in the arts, and 2) improve the functional skills of severely and profoundly handicapped children and youth through the use of arts strategies.

The main emphasis of the project was to integrate the arts into the educational setting. This was accomplished through the selection of art teams, consisting of artists in the music, visual arts, dance/movement and drama fields. Artists from these fields visited the specific model sites and worked with the students and teachers in creating arts activities. They were enthusiastic about their involvement and eager to share their expertise with the students and teachers.

During the first year of the project, there were three model sites. The artists explored various art experiences weekly with the students. Each site visited several cultural facilities within their community. A Very Special Arts Festival was the culminating activity at each site.

In the second year, the sites increased from three to five. The artists continued to adapt and develop more activities with

the students and teachers. Each site again, as a final outcome, participated in A Very Special Arts Festival.

The third and final year of the project involved the field testing of the Integrated Arts Activities Guide at 5 sites. At each site, the staff implemented the activities within the guide as well as developing new activities. The Guide is an outgrowth of all the energy and creativity demonstrated by the teachers, paraprofessionals, artists and students. It is intended that those efforts will inspire the implementation of these activities and continue to generate new creative arts experiences for the severely and profoundly handicapped.



## CONTENT AND UTILIZATION

The Integrated Arts Activity Guide is intended to provide a sampling of arts activities for the severely and profoundly handicapped. Its main focus is to incorporate the arts within skill development. The activities can serve as a catalyst for teachers, artists, and paraprofessionals to continually develop and create new arts experiences that meet individual developmental needs. This is not a definitive set of experiences, but a handful of suggestions to help initiate, expand and/or refine an arts program.

The arts can be a significant asset when incorporated into the instructional plan. They can serve as a vehicle through which I.E.P. objectives can be implemented. The arts can easily be integrated into present curriculum to reinforce subject areas. The arts:

- Provide alternative teaching approaches
- Present a non-threatening atmosphere
- Emphasize process rather than product
- Motivate students as well as teachers
- Provide multisensory techniques
- Encourage incidental learning
- Reinforce I.E.P. Goals
- Stimulate daily educational programming

Although the activities in this guide are designed to augment the development of basic skills, the arts in themselves are important in that they encourage creativity and self-expression. Through participation in music, visual art, dance,

and drama, an individual can explore and discover oneself and the environment.

The process of learning should be stimulating and enjoyable for both students and teachers. The breakdown of skills and art forms into basic elements can assist the instructor in adapting an activity for students of different functioning levels. The guide attempts to accomplish this by dividing the activities into the Awareness, Imitation, and Self-Initiation levels. Within each level, specific aims and descriptions are given, which provide the instructor with a framework for implementation. The instructor can use the guide as a helpful resource to create an exciting educational experience for the students.

## FOCUSING ON THREE LEVELS OF DEVELOPMENT

Three levels of development are incorporated within each activity. The levels suggest a developmental hierarchy of skills ranging from Awareness through Imitation to Self-Initiation. The levels are:

### Awareness:

This level is designed to encourage the student to attend to and experience the environment.

### Imitation:

This level is designed to demonstrate the process of duplicating an instructor's action or behavior.

### Self-Initiation:

This level is designed for the student to generate a response to a specific situation on the basis of minimal cues from the instructor.

The developmental approach of the three levels will provide the instructor with a general frame of reference and a task analysis approach to each activity. The instructor's judgment, combined with the student's ability, will determine the appropriate level at which to begin the activity. In some instances an instructor may begin with the awareness level and progress through Imitation and Self-Initiation. At other times, it may be necessary to work only within a specific level. The instructor should keep in mind that additional steps may be added or deleted within each level, depending on the student's responses.

Each level consists of the activity's aim and description. The aim indicates an outcome for each level. The description that follows provides instructional guidelines.

### EXPANSIONS

The expansion section offers additional ways to teach the activity. These suggestions extend beyond what is incorporated within the three developmental levels. The suggestions include the use of different art forms, teaching new skills or embellishing the existing activity. The use of community resources, artists in the classroom and field trips are also recommended for expanding the activities.

(Continue adding to this repertoire based on the specific needs of the students.)

### MODIFICATIONS

The modifications section suggests adaptations of the activities for specific handicapping conditions. The examples give the instructor alternative approaches according to the needs and abilities of the students.

The outlined modifications are only intended to serve as examples. The instructor is encouraged to provide appropriate changes in the activities in order to make them more accessible and enjoyable for the individual student.

## FOCUSING ON TARGET AREAS AND SKILLS

(Extracted from Student's I.E.P.)

The activities are divided into target areas. The four categories that are utilized throughout the guide are: Language Development; Motor Ability; Self-Awareness; and Socialization. These classifications were selected by teachers who work with severely and profoundly handicapped students, and reflect their I.E.P. goals that have been deemed appropriate for those students. Each activity incorporates at least one of these areas. Although other areas can be included, these four were chosen as the most comprehensive.

On the following page, several skills are listed within each target area. Some skills are applicable to more than one target area. Feel free to add other skills that you think are appropriate. Align these target areas and skills with your own assessment of student needs, and integrate the activities into your curriculum.

SUGGESTED SKILLS

LANGUAGE DEVELOPMENT

Auditory Memory  
Auditory Association  
Auditory Discrimination  
Expressive Language  
Receptive Language  
Classification  
Vocabulary  
Articulation  
Comprehension

MOTOR ABILITY

Fine Motor  
Gross Motor  
Perceptual Motor  
Visual Tracking  
Visual Discrimination  
Visual Association  
Visual Memory  
Tactile Discrimination  
Figure Ground  
Olfactory Association  
Muscular Strength  
Directionality  
Laterality  
Time Orientation

SELF AWARENESS

Spatial Organization  
Self Identification  
Body Localization  
Sensory Awareness

SOCIALIZATION

Attending Behavior  
Interpersonal  
Communication  
Social Acceptance

## FOCUSING ON ART FORM

Infusing the arts within the student's curriculum will help to stimulate and create aesthetic awareness and increase skill development. The emphasis of this integrated arts program is on the process rather than the product, using the arts to provide a positive effect for motivating students. The arts can provide a means for letting students discover concepts for themselves.

In order to divide the Guide into clear sections, one art form has been listed for each activity. In several cases more than one art form is applicable. Each activity can be enhanced by the instructor's creativity and skill to incorporate many of the art areas.

The art forms are denoted by the logos listed below:

### Visual Arts



### Dance/ Movement



### Drama



### Music



Logos

A suggested outline for creating new arts activities is located on page G-11. While following these steps, use the worksheet located on G-12 and G-13 to assist you in developing new activities. Please feel free to duplicate additional worksheet forms.

The following are a few narratives from artists that participated at the various sites. These excerpts express their feelings about integrating arts experiences with the severely and profoundly handicapped.

"The children taught me more than I could have ever hoped to teach them. The word 'creativity' has a completely new meaning to me now. You learn that there are as many ways to use music as there are people in the world. You just have to be that flexible. You have to shape the environment and then be ready to work with any kind of response that occurs."

Vicki Moore  
Special Care School  
Music Specialist

"My involvement has increased my creative thinking because I had to tap way down to the basic of expression in order to find ways of offering art to these children."

"When a child's trying to work with different materials, there are all kinds of emotions coming to the surface -- happiness, disgust, excitement, frustration. You can actually see the expressions when they see that they can make something happen."

Pam Lowenthal  
Great Oaks Center  
Visual Arts Specialist

"Knowing the I.E.P. goals gives me a starting point and a finishing point. It saves me hours and weeks of trial-and-error experimentation, of finding out for myself the functional level of the child and what direction to go in with him... several teachers mentioned to me how pleased they were to find the arts team took time to find out the I.E.P. goals and then to design activities to work toward achievement of those goals."

Barbara Baxley  
Special Care School  
Music Specialist

"Drama helps us all, teachers and students alike,... everyone can act, everyone can benefit from the creativity and spontaneity of drama. The use of drama with severely and profoundly handicapped children involves moments of personal freedom for the child. He or she is faced with a reality, sees it, explores it, and, hopefully, acts accordingly. In this reality the bits and pieces of the child function as an organic whole. It is the time of discovery, of experiencing, of creative expression."

Jan Goodrich  
Great Oaks Center  
Drama Specialist



## SUGGESTED OUTLINE TO CREATE ARTS ACTIVITIES

1. Select an instructional domain. Determine Target Areas that are incorporated in this domain.
2. Select specific skills and objectives needed to develop these Target Areas. This can be retrieved from your I.E.P.'s.
3. Brainstorm several possibilities of how to utilize the arts in teaching this skill.
4. Record all suggested ideas. Discuss which one of the ideas is most appropriate to assist with teaching the Target Areas.
5. Identify teachers, professional and/or para-professional resources, etc., that are interested in utilizing the arts with instructional programming.
6. Outline the steps. Make sure the activity flows sequentially.
7. List expansions for the activity which will assist you in extending the existing lesson.
8. List modifications for the activity with regard to specific needs and handicapping conditions of your students.
9. Try it out with your students, using other resources when appropriate. Exchange ideas with other teachers.

\*Congratulations -- you've just created an arts infused activity. Try repeating the process for new activities.

WORKSHEET TO CREATE ARTS ACTIVITIES

Student(s) Name \_\_\_\_\_  
\_\_\_\_\_

Identification of Specific Skills \_\_\_\_\_  
\_\_\_\_\_

Selected Target Area(s)

|                      |       |
|----------------------|-------|
| Language Development | _____ |
| Motor Ability        | _____ |
| Socialization        | _____ |
| Self-Awareness       | _____ |
| Other _____          | _____ |
| _____                | _____ |

Selected Art Form(s)

|                |       |
|----------------|-------|
| Music          | _____ |
| Visual Arts    | _____ |
| Dance/Movement | _____ |
| Drama          | _____ |

Brainstorm Ideas Combining Skills, Target Areas and Art Forms

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List materials, resources, etc. to include for your activity plan.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Develop an Activity Plan which Addresses 1 or More Levels

Awareness Level: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Imitation Level: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Self Initiation Level: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Expansions of Activity

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Modifications of Activity for Handicapping Conditions

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Activity \_\_\_\_\_

(Now transfer this worksheet to Activity Forms located in the Appendices and have fun implementing it).

## Suggested Art Techniques

There are many ways to incorporate music, visual arts, drama, and dance/movement within the curriculum. Be flexible when using these art forms. Listed below are suggested techniques for integrating the arts in the classroom.

### Music

Sound awareness games  
Rhythm games  
Singing and clapping  
Playing and creating instruments  
Create a musical environment

### Drama

Body and vocal awareness games  
Pantomime  
Puppetry  
Storytelling  
Role playing

### Visual Art

Painting  
Sculpting  
Drawing  
Weaving  
Printing

### Dance/Movement

Body and space orientation  
Dancing (folk, ballet, modern etc.)  
Slow motion/Rapid movement  
Non-verbal, improvisation movement  
Create original dances

## ADDITIONAL MATERIALS AND EQUIPMENT

This is a sample list of materials which teachers can utilize. These are in addition to materials suggested in the Guide. Use your own creativity and ingenuity for developing and adapting new ways to use the art forms for extending learning experiences for your students.

### FINE AND GROSS MOTOR SKILL EQUIPMENT

Flannel boards  
Balance beam  
Tires  
Parachute  
Assorted size balls  
Bean bags  
Blown-up inner tubs  
Ping-pong balls

Balloons  
Punching bag  
Rope  
Plastic bowling set  
Twister game  
Spatial relations materials  
Assorted size empty boxes  
Mats or rugs

### ART MATERIALS

Color chart  
Play dough  
Tracing paper

Scissors (blunt & lefthand)  
Clay  
Crochet hooks & yarn  
Rug hooks

### SELF CARE

Sink  
Personal clothing with zippers,  
buttons, etc.  
Facial tissue  
Toilet paper  
Toothbrush & toothpaste  
Nail file  
Deodorant

Shoeshine kit  
Hairbrushes/comb  
Hair dryer  
Cots  
Eating utensils  
Plastic cup or glass  
Dishes

### PLAY & MANIPULATIVE MATERIALS

Telephone  
Tinker toys  
Legos  
Puzzles  
Color cubes - geometric blocks  
Model doll house & furnishings  
Stuffed animals  
Socks (for puppets)

Beads & lacers for  
stringing  
Pegs & pegboard  
Keys  
Mobiles  
Xylophone  
Suitcase filled w/ old hat

## INDEX OF ACTIVITIES

| <u>Visual Arts</u>        | <u>Target Areas</u>  | <u>Page</u> |
|---------------------------|--|-------------|
| Dough Bunnies             | Motor Ability<br>Self-Awareness  | 1           |
| Working Hands             | Language Development<br>Motor Ability<br>Self-Awareness                  | 3           |
| Squeeze Your Honey, Honey | Motor Ability<br>Self-Awareness  | 5           |
| The Man From Caramel      | Motor Ability<br>Self-Awareness  | 7           |
| Foiled Again              | Motor Ability  | 9           |
| Patchwork Clothes         | Motor Ability<br>Self-Awareness  | 11          |
| Kool Whip Dip             | Motor Ability<br>Self-Awareness  | 13          |
| Trace A Body              | Motor Ability<br>Self-Awareness  | 15          |
| Texture Movement          | Motor Ability<br>Self-Awareness  | 17          |
| Artistic Feet             | Motor Ability<br>Self-Awareness  | 19          |
| Spray Away                | Socialization<br>Motor Ability   | 21          |
| Art Go Round              | Motor Ability  | 23          |
| Potato People             | Language Development<br>Socialization<br>Motor Ability<br>Self-Awareness | 25          |

## INDEX OF ACTIVITIES

(continued)

| <u>Dance/Movement</u> | <u>Target Areas</u>  | <u>Page</u> |
|-----------------------|--|-------------|
| Tap the Tango         | Language Development<br>Socialization<br>Motor Ability<br>Self-Awareness | 27          |
| People Sculpting      | Motor Ability<br>Socialization<br>Self-Awareness                         | 29          |
| Streamers             | Socialization<br>Motor Ability   | 31          |
| Beachcomber           | Motor Ability<br>Self-Awareness  | 33          |
| Dancercises           | Socialization<br>Motor Ability<br>Self-Awareness                         | 35          |
| Me and My Shadow      | Socialization<br>Motor Ability<br>Self-Awareness                         | 37          |
| The Moving Circle     | Socialization<br>Motor Ability<br>Self-Awareness                         | 39          |
| The Parade            | Language Development<br>Socialization<br>Motor Ability                   | 41          |
| Up Up and Away        | Socialization<br>Bubble Dance  | 43          |
| Rock with Me          | Socialization<br>Motor Ability   | 45          |
| Toss A Rainbow        | Language Development<br>Motor Ability                                    | 47          |
| Zippity Do Da         | Language Development<br>Motor Ability<br>Socialization                   | 49          |

## INDEX OF ACTIVITIES

(continued)

| <u>Music</u>         | <u>Target Areas</u>  | <u>Page</u> |
|----------------------|--|-------------|
| Musical Feet         | Language Development<br>Motor Ability<br>Self-Awareness                  | 51          |
| Wash with A Beat     | Socialization<br>Motor Ability   | 53          |
| Strike Up the Band   | Language Development<br>Motor Ability<br>Socialization                   | 55          |
| About Me             | Language Development<br>Socialization<br>Motor Ability<br>Self-Awareness | 57          |
| Shake, Rock and Roll | Motor Ability<br>Self-Awareness  | 59          |
| Let's Make A Tune    | Language Development<br>Socialization<br>Motor Ability                   | 61          |
| The Name Game        | Language Development<br>Motor Ability<br>Self-Awareness                  | 63          |
| Repeat the Beat      | Socialization<br>Motor Ability   | 65          |
| The Magic Touch      | Motor Ability<br>Self-Awareness  | 67          |
| Musical Rounds       | Language Development<br>Socialization<br>Motor Ability                   | 69          |



## INDEX OF ACTIVITIES

(continued)

| <u>Drama</u>     | <u>Target Areas</u>                                     | <u>Page</u> |
|------------------|---|-------------|
| Pop-Up           | Motor Ability<br>Self-Awareness                         | 71          |
| Fisherpersons    | Motor Ability<br>Language Development                   | 73          |
| Story Theatre    | Language Development<br>Socialization<br>Motor Ability  | 75          |
| Mystery Box      | Language Development<br>Motor Ability                   | 77          |
| The Fashion Show | Socialization<br>Motor Ability<br>Self-Awareness        | 79          |
| Face Painting    | Language Development<br>Motor Ability<br>Self-Awareness | 81          |
| Heads Up         | Motor Ability<br>Self-Awareness                         | 83          |
| Creative Puppets | Socialization<br>Motor Ability                          | 85          |
| Copy Cat         | Self-Awareness<br>Language Development<br>Motor Ability | 87          |
| A Day with O.J.  | Socialization<br>Motor Ability<br>Self-Awareness        | 89          |

# DOUGH BUNNIES



## TARGET AREAS

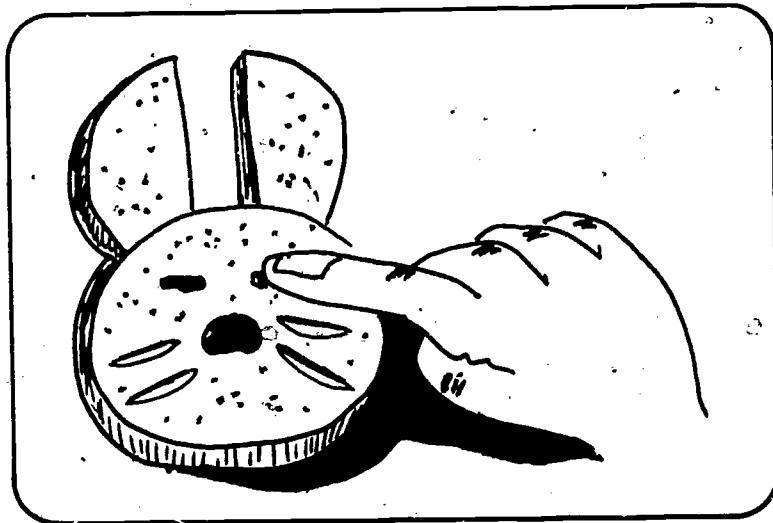
Motor Ability

Self Awareness

## SKILLS

Fine Motor  
Visual Association  
Tactile Discrimination  
Spatial Organization

Body Localization  
Self Care



## MATERIALS

- Pillsbury uncooked biscuit dough (use two biscuits for each student -- cut one in half to use for the ears).
- Raisins for eyes
- Cherries for nose
- Slivered almonds for whiskers
- Frosting for ears

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student touches facial features of pre-made bunny.

### DESCRIPTION:

1. Assemble pre-made dough bunny. Bake for approximately 10-15 minutes at 350°F.
2. Identify and describe facial features of the bunny. Encourage student to touch the bunny.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student creates a Dough Bunny.

#### DESCRIPTION:

1. Give student the specific materials, one at a time, that are needed to assemble the Dough Bunny.
2. Assist student in placing and naming specific facial features on the dough. Use your Bunny as the model.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student identifies specific facial features.

#### DESCRIPTION:

1. Create a short poem and/or narrative describing the Dough Bunny's face.
2. As you describe each feature ask student to point to the specific part.
3. When appropriate, ask student to name the part.
4. Encourage student to eat the Dough Bunny upon completion.

#### EXPANSIONS

1. Let students pretend to be their Dough Bunnies and act out a situation.
2. Use activity as a lead-in to Easter.
3. Try making other animals. Utilize other types of food such as pear halves for ears, scoops of cottage cheese for face, cherry for nose, etc.
4. Act out "Peter Rabbit".

#### MODIFICATIONS

1. For students who are allergic to various foods, select products that are compatible to their diet.
2. For students with motoric difficulties, focus on identification of facial features, rather than placement of features on the bunny.

# WORKING HANDS



## TARGET AREAS

Language Development

Motor Ability

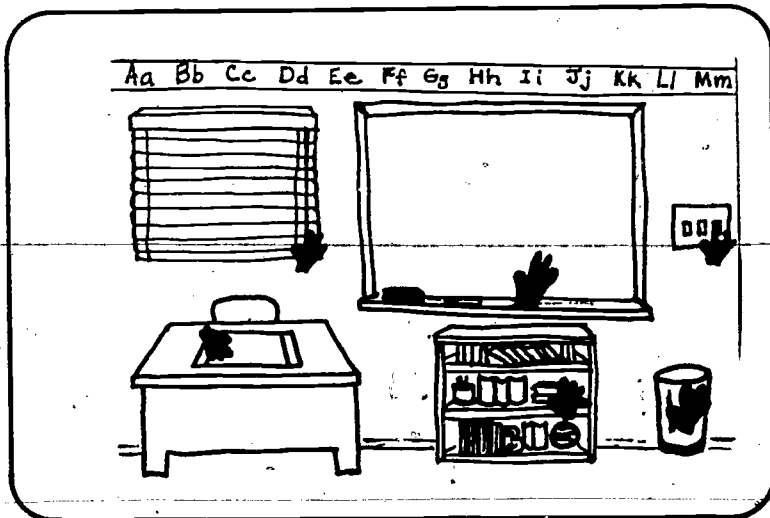
Self-Awareness

## SKILLS

Comprehension

Fine Motor  
Gross Motor  
Visual Association  
Spatial Organization  
Tactile Association  
Tactile Discrimination

Body Localization  
Self-Identification  
Sensory Awareness



## MATERIALS

- Spray bottles
- Tempra paints
- Water
- Large of pieces paper
- Markers or crayons for tracing
- Scissors
- Masking tape

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student experiences the sensation of water on hands.

### DESCRIPTION:

1. Spray student's hands first with warm water, then cold water.
2. Encourage each student to experience the sensations of water sprinkling on hands as well as the contrast in temperature.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student makes sprayed hand picture reproducing teacher's actions.

#### DESCRIPTION:

1. Place your hand on a piece of paper and trace it. Discuss different functions in the classroom where hands are used (pulling down blinds, turning light switches, etc.).
2. Assist student in placing hand on paper and help student to trace it.
3. Cut out traced hands.
4. Attach cut-out hands to large pieces of paper.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates handprints and attaches them to functional items in the classrooms.

#### DESCRIPTION:

1. Ask student to make individual handprints.
2. Have student attach tape to the print.
3. Encourage student to place handprints at functional areas where hands are used in the classroom (doorknobs, desks, etc.).

#### EXPANSIONS

1. Place hands in other locations outside of the classroom (bathroom, eating area, etc.).
2. Make a mobile of handprints.
3. Give students a variety of grooming objects utilizing hands to teach awareness of functional items.

#### MODIFICATIONS

1. For students with visual impairments, provide a variety of textured materials to make handprints.
2. For students who use adaptive equipment, demonstrate how the apparatus is used to perform the same functions in the classroom.

# SQUEEZE YOUR HONEY HONEY



## TARGET AREAS

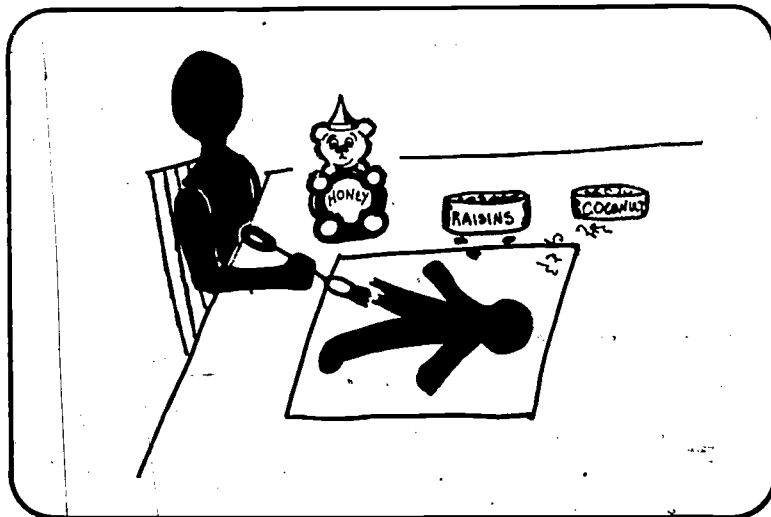
Motor Ability

Self-Awareness

## SKILLS

Olfactory Association  
Fine Motor  
Tactile Awareness  
Tactile Discrimination  
Visual Association

Sensory Awareness  
Spatial Organization



## MATERIALS

- Honey in squeeze bottles
- Cherry
- Color paper
- Sugar
- Coconut
- Rice
- Food coloring
- Oatmeal
- Cereal (Rice Crispies, Granola)
- Raisins
- Tape
- Bowls
- Soap and water for cleanup

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student grasps honey bottle, smells the honey and touches the picture.

### DESCRIPTION:

1. Place paper in front of student and tape it down.
2. Place honey bottle in student's hand and assist with squeezing it.
3. Together with student sprinkle paper with sugar, coconut, rice, etc.
4. Let student smell and feel the picture.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student makes a textured picture, following teacher demonstration.

#### DESCRIPTION:

1. Place paper in front of student and tape it down.
2. Set up bowls with different foods in each.
3. Demonstrate squeezing of honey bottle in design on paper.
4. Assist student to squeeze honey on paper.
5. Sprinkle one food item onto paper.
6. Student sprinkles that item on paper.
7. Encourage students to feel and smell the picture.
8. Repeat procedure adding different food items.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates a face using honey and food mixture.

#### DESCRIPTION:

1. Give student pre-drawn string outline of face (eyes, nose, and mouth).
2. Ask students to squeeze honey on the paper.
3. Encourage student to select food items, one at a time, to place on the face.
4. Students may feel and smell the picture when completed.

#### EXPANSIONS

1. Students can decorate cookies by squeezing honey and adding coconut, etc.
2. Students can work on geometric designs.
3. Make a collage with different dried or fresh foods as apples, raisins, nuts, lemon peel, etc.

#### MODIFICATIONS

1. For students with reduced hand mobility, sprinkles can be shaken out of a sifter or large funnel with a handle.
2. For students who are allergic to the food items, use glue and non-edible sprinkles, and discourage any tasting of the items.

# THE MAN FROM CAMEL



## TARGET AREAS

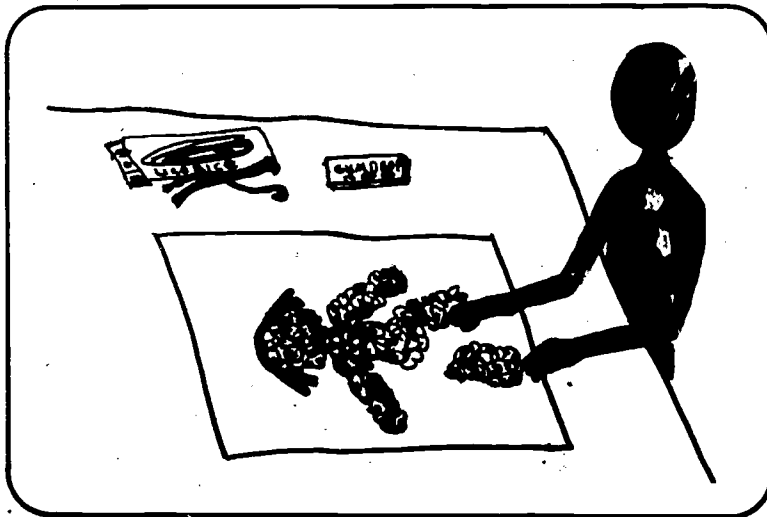
Motor Ability

Self-Awareness

## SKILLS

Fine Motor  
Spatial Organization  
Tactile Association

Self Care  
Body Localization  
Sensory Awareness



## MATERIALS

- Popcorn popper
- Oil
- Popcorn
- Caramel (heat caramel to mix with popcorn)
- Hotplate
- Soap and water for clean-up

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student responds to the texture of the caramel and popcorn mixture.

### DESCRIPTION:

1. Combine popcorn and caramel.
2. Place some of the popcorn/caramel mixture into the student's hands.
3. Assist student with manipulating the mixture.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student molds the mixture into various shapes and follows teacher's example of creating a caramel man.

#### DESCRIPTION:

1. Mold the popcorn and caramel mixture. Roll the mixture into long cylinders for arms and legs, and circular shapes for torso and head.
2. Identify it as a man describing the parts as you attach them.
3. Assist student with duplicating your actions of rolling the different shapes.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student assembles different popcorn shapes into a man.

#### DESCRIPTION:

1. Give the popcorn and caramel mixture to the students.
2. Encourage the student to mold the mixture into a man using individual body parts.
3. Student then assembles the body parts and may eat the finished product.

#### EXPANSIONS

1. Have the class assemble one man from individually made parts.
2. Decorate the man with various objects (licorice for hair, gumdrops for eyes, and mouth, etc.).
3. Make various shapes with the mixture to reinforce concept of shapes.
4. Use marshmallow cream or peanut butter instead of the caramel for different tactile stimuli.

#### MODIFICATIONS

1. For visually impaired students, encourage comparison of their own body.
2. For students who cannot mold the mixture, give them premolded shapes and assist them in assembling the body.
3. For students who are allergic to various foods, select products that are compatible to their diet.

# FOILED AGAIN

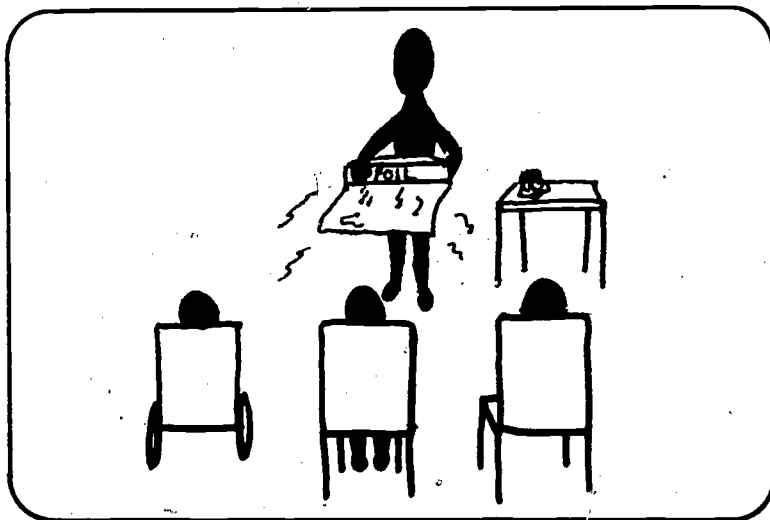


## TARGET AREAS

Motor Ability

## SKILLS

Tactile Association  
Muscular Strength  
Tactile Discrimination  
Visual Association  
Spatial Organization



## MATERIALS

- Aluminum foil
- Newspaper
- Cloth material
- Plastic wrap

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student attends to sound and touch of foil and other materials.

### DESCRIPTION:

1. Shake foil to make noise.
2. Move around the room to get student's attention.
3. Place smooth shiny piece of foil in front of student.
4. Assist student in crushing foil into a ball and discuss the way it feels.
5. Repeat process with other materials.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student experiences tactile sensations by reproducing actions of the teacher.

#### DESCRIPTION:

1. Place foil in front of student.
2. Crinkle foil in front of student.
3. Assist student in reproducing actions with the foil.
4. Encourage student to feel the sensations that occur with the foil.
5. Repeat procedure for other materials.
6. Vary actions - shaking the foil, folding, waving, etc.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates individual project from crushed materials.

#### DESCRIPTION:

1. Place various materials in front of student.
2. Student selects material and crushes or crinkles it.
3. Encourage the student to create something from material (bracelets, hats, scarf, balls, etc.).

#### EXPANSIONS

1. Use the materials<sup>2</sup> to paint a picture or mural.
2. Shake material along with music.
3. Create group games with the foil (relays, ball games, etc.).
4. Wrap the materials around bodies. Include appliance or apparatus.<sup>3</sup>
5. Use various materials for practice in auditory discrimination.

#### MODIFICATIONS

1. For students who have difficulty moving arms or fingers, use other body parts (feet, elbows, etc.).

# PATCHWORK CLOTHES



## TARGET AREAS

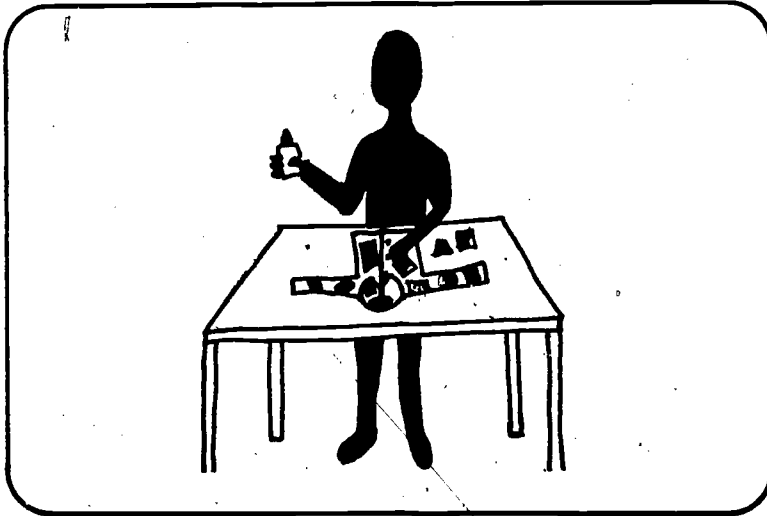
Motor Ability

Self-Awareness

## SKILLS

Visual Association  
Fine Motor  
Tactile Discrimination  
Tactile Association

Body Localization  
Spatial Organization



## MATERIALS

- Construction paper or poster board
- Scissors
- Fabric pieces
- Glue
- Markers

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student experiences the sensation of a variety of textured fabrics.

### DESCRIPTION:

1. Place pieces of fabric in front of each student.
2. Encourage each student to touch the different textured fabrics.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student attaches textured fabrics to premade cardboard articles of clothing following teacher's action.

#### DESCRIPTION:

1. Give student some pieces of fabric and premade cardboard article of clothing.
2. Glue fabric to your article of clothing.
3. Assist student with gluing the fabric to the given article of clothing.
4. Continue process until article is completely covered with fabric.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student assembles patchwork figure.

#### DESCRIPTION:

1. Provide student with a premade cardboard head and two patchwork articles of clothing.
2. Ask student to assemble the patchwork clothing to create an appropriate body puzzle.
3. Expand puzzle to include other articles of clothing, (hat, boots, gloves, etc.).

#### EXPANSIONS

1. Cut fabric in a variety of geometric shapes.
2. Use primary colors to increase color recognition.
3. Discuss functions of specific articles of clothing.
4. Use different sizes of clothing to demonstrate the concept of size discrimination.

#### MODIFICATIONS

1. For students with limited manual ability, touch textured clothing to other body parts.

# KOOL WHIP DIP



## TARGET AREAS

Motor Ability

Self Awareness

## SKILLS

Tactile Association

Fine Motor

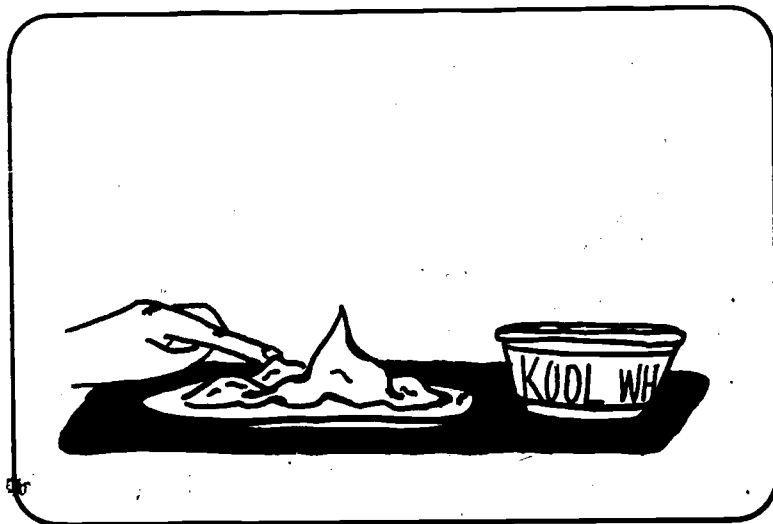
Visual Memory

Visual Tracking

Self Care

Sensory Awareness

Spatial Organization



## MATERIALS

- Kool Whip
- Tray
- Soap, water and twel for clean-up

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student moves hands and stretches fingers.

### DESCRIPTION:

1. Put Kool Whip on a tray in front of the student.
2. Assist student to move hands within the Kool Whip mixture.
3. Encourage student to taste small amount of Kool Whip with fingers.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student moves hands in Kool Whip mixture and copies specific lines and shapes.

#### DESCRIPTION:

1. Make a line in the Kool Whip and show it to the student.
2. Assist the student in moving hand independently to copy the line.
3. Create different geometric shapes in the Kool Whip and assist student to copy them.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student makes geometric designs in the Kool Whip.

#### DESCRIPTION:

1. Students take small amount of Kool Whip on tray.
2. Student creates a geometric design with the Kool Whip mixture.

#### EXPANSIONS

1. Use a variety of colors by adding food coloring.
2. Try other edible materials such as puddings.
3. Use to reinforce hand to mouth action. This activity is useful for students working on finger or spoon feeding.
4. A clean-up activity can reinforce washing skills.
5. To reinforce reaching skills, move tray slightly away.

#### MODIFICATIONS

1. For students who cannot sit, position them over roll or on wedge so tray is within reach.
2. For students who are allergic to various foods, select products that are compatible to their diet.

# TRACE A BODY



## TARGET AREAS

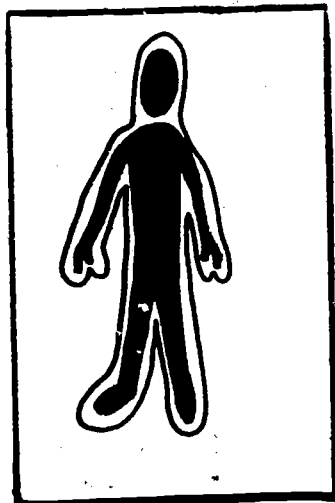
Motor Ability

Self-Awareness

## SKILLS

Fine Motor  
Visual Association  
Tactile Association  
Tactile Discrimination

Spatial Organization  
Self Identification  
Body Localization



## MATERIALS

- Large piece of chalk.
- Large pieces of paper.
- Glue or paste.
- Article of clothing.
- Associated items for reproducing student image (buttons, yarn, paint, construction paper).
- Mirror.
- Photographs of student.

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student observes, touches and explores body outline.

### DESCRIPTION:

1. Display mirror in front of student as well as students photograph.
2. Assist student to look at mirror image while describing the individual. (Mary has on red pants and a blue shirt, etc.).
3. Encourage each student to outline their own body shape. Assist with hand manipulation.



### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies details of self from mirror image.

#### DESCRIPTION:

1. Ask student to lie down on the floor on a large piece of paper. Outline the student's body with chalk.
2. Name a specific facial feature while placing an appropriate item on the outlined body shape.
3. Assist student to copy your action.
4. Repeat process with articles of clothing.
5. Cut and hang the reproductions of the student in the room.

### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student recognizes and/or names facial features, body parts and articles of clothing.

#### DESCRIPTION:

1. Display the reproductions of the student around the room.
2. Point to specific facial feature and ask student to identify it.
3. Name a specific facial feature and ask student to point to it on their reproductions.
4. Repeat process with body parts and articles of clothing.

### EXPANSIONS

1. Reinforce activity with songs that relate to body part identification.
2. Reinforce color recognition, features, etc. through the student's reproduction.
3. Have students assist each other when creating reproductions.

### MODIFICATIONS

1. For visually impaired students, have them feel the different shapes and curves of their bodies, textures of their clothes, etc.
2. For wheelchair bound students, use their articles of clothing to make life size reproductions by stuffing the clothes with newspapers.

# TEXTURE MOVEMENT



## TARGET AREAS

Motor Ability

Self-Awareness

## SKILLS

Fine Motor  
Visual Tracking  
Visual Memory  
Spatial Organization  
Tactile Association

Self-Identification  
Body Localization  
Sensory Awareness



## MATERIALS

- Large cookie sheet.
- Cooking oil.
- Shredded coconut
- Oatmeal
- Salt, sugar or other spice.
- Towel with soap and water for clean-up.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student moves hand in textured mixture

### DESCRIPTION:

1. Place the cookie sheet with a spoonful of oil on it in front of the student.
2. Encourage movement of student hands within the mixture.
3. Repeat procedure using different additives, thereby changing the textures.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student moves hands in mixture to copy teacher's design.

#### DESCRIPTION:

1. Create picture of the student emphasizing facial features by using different textured mixtures.
2. Encourage student to copy the picture.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates individual facial designs.

#### DESCRIPTION:

1. Give student some of the textured mixture.
2. Ask students to make a self portrait in the mixture. Encourage student to create different faces within the mixture.

#### EXPANSIONS

1. Food coloring may be added to increase visual stimuli.
2. Use lines or shapes with crayons on fingerprint paper. Add oil. Notice the difference in texture.
3. You may want to use an edible mixture if your working on feeding skills.
4. Use a mirror for students to see reflective image.

#### MODIFICATIONS

1. For visually impaired students place different objects (ball, pencil, cup, etc.) in their hands to touch and then let them create a design of the object.
2. For students who have difficulty using their hands, other body parts or an apparatus may be used to create the design.

# ARTISTIC FEET



## TARGET AREAS

Motor Ability

Self-Awareness

## SKILLS

Balance and Equilibrium  
Visual Association  
Gross Motor  
Tactile Association

Self-Identification  
Body Localization  
Sensory Awareness



## MATERIALS

- Different colors of paint.
- Large pieces of colored paper or cloth.
- Soap, water, and towels for clean-up.

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student attends to feet.

### DESCRIPTION:

1. Massage students' feet.
2. Encourage students to touch and feel their own feet.

### ACTIVITY FOR IMITATION LEVEL

AIM: Student reproduces footprints.

DESCRIPTION:

1. Take a small amount of paint and paint your own feet. Place your feet on paper or cloth to make footprints.
2. Assist students to paint their feet.
3. Ask students to copy your action of making footprints.

### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student participates in creating a class mural using footprints.

DESCRIPTION:

1. Place a large piece of paper on the floor.
2. Assist student in selecting paint colors and in painting feet.
3. Encourage students to create a design with painted feet to decorate class mural.
4. Continue activity until all students have used footprints to create the mural.

### EXPANSIONS

1. Try activity with other body parts, such as hands.
2. Display a mirror in front of students to view their individual painted feet.
3. Use a variety of materials (oil, flour, and water) to make prints, and a variety of materials to walk on (corduroy, burlap, terry cloth, etc.).
4. Cut out prints.
5. Place students' name on the correct footprint. Have student identify print.
6. Use clean-up to reinforce washing skills.

### MODIFICATIONS

1. For students that are non-ambulatory use other body parts or a doll's foot, hand, etc.
2. For visually impaired students outline footprints with string and add textured material such as sand or flour to the paint.

# SPRAY AWAY



## TARGET AREAS

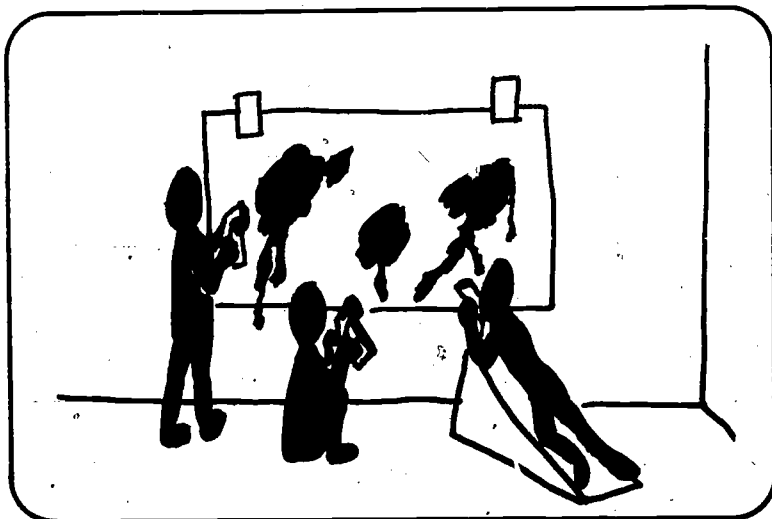
Socialization

Motor Ability

## SKILLS

Cooperation  
Social Acceptance

Fine Motor  
Gross Motor  
Visual Tracking  
Muscular Strength  
Directionality



## MATERIALS

- Spray guns
- Spray bottles
- Tempera paint
- Paper
- Tape
- Soap and water for clean-up

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student grasps and holds spray gun while spraying paint onto paper.

### DESCRIPTION:

1. Tape a large sheet of paper in front of each student.
2. Give student water gun or spray bottle filled with paint.
3. Together with the student, spray some paint onto the paper.
4. Repeat several times.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student sprays paint on the paper following teacher's demonstration.

#### DESCRIPTION:

1. Tape large piece of white paper onto the wall.
2. Using various arm and hand movements, (circular, vertical and horizontal lines; zigzags, etc.) spray designs on the paper.
3. Ask students to repeat your movements, providing assistance when needed.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates a class wall mural.

#### DESCRIPTION:

1. Ask students to select a color of paint.
2. Have each student individually contribute to the design of the mural by spraying with a variety of arm and hand movements.

#### EXPANSIONS

1. Use different objects to create the mural (water balloons filled with paint, sponges, etc.).
2. Reinforce color recognition by identifying the color.
3. Spray the paint giving various directional cues (left, right, top, bottom, high, low across, etc.).

#### MODIFICATIONS

1. For visually-impaired students, squeeze glue on paper. Allow it to dry and then let students touch the design.
2. For students with limited manual dexterity, have students press on plastic containers with their feet.

# ART GO ROUND

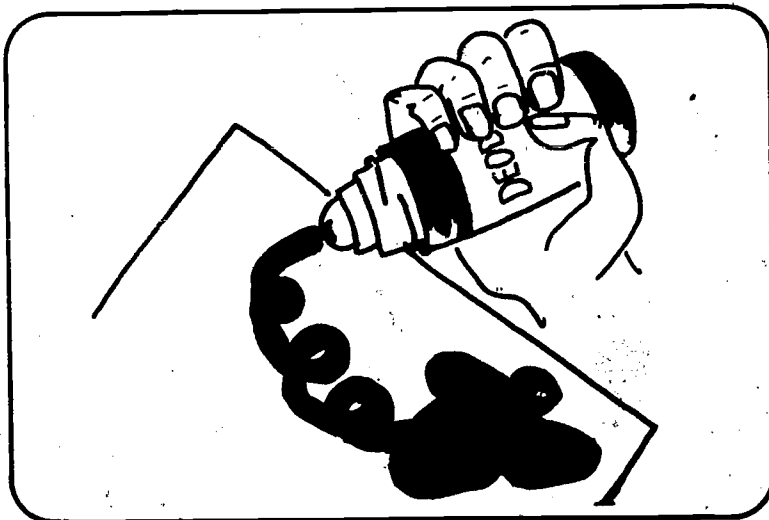


## TARGET AREAS

Motor Ability

## SKILLS

Fine Motor  
Visual Tracking  
Visual Memory  
Muscular Strength  
Figure Ground



## MATERIALS

- Different colors of paint.
- Large pieces of paper.
- Several objects that roll (marbles, soda cans, deodorant roll-on bottles.)

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student grasps, holds, and rolls object.

### DESCRIPTION:

1. Put some paint on a large piece of paper.
2. Present a rolling object to student and assist with holding and maintaining the grip in order to roll the object through the paint.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies a geometric pattern produced by teacher.

#### DESCRIPTION:

1. Create a geometric pattern by rolling an object through paint.
2. Instruct student to duplicate design using the same object.
3. Repeat procedure and encourage student to visually track movement.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates a design.

#### DESCRIPTION:

1. Place different colors of paint on the paper.
2. Instruct student to select two or more rolling objects.
3. Encourage student to create individual designs.

#### EXPANSIONS

1. Use different types of objects (feather, brushes, mops, etc.).
2. Use activity to reinforce recognition of different geometric shapes (circle, square, etc.).
3. Egg cartons can be used for placement of paint to reinforce color discrimination and/or recognition.
4. Try dot painting using sponges, carved out potatoes, etc.

#### MODIFICATIONS

1. For students who have difficulty using their hands, manipulate rolling objects with other body parts (feet, elbows, etc.).
2. For visually impaired students add flavored extracts (peppermint, vanilla, etc.) to the paint for olfactory stimulation.

# POTATOE PEOPLE



## TARGET AREAS

Language Development

Socialization

Motor Ability

Self-Awareness

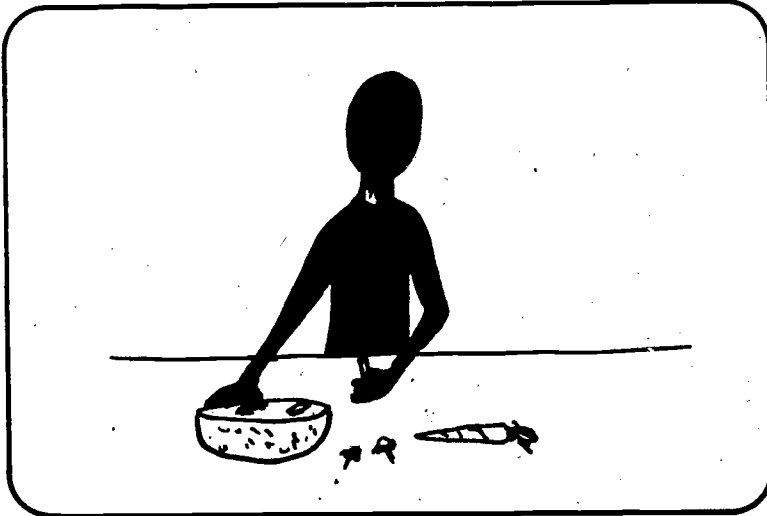
## SKILLS

Expressive Language  
Classification

Interpersonal Communication  
Social Acceptance

Fine Motor  
Visual Association  
Tactile Association

Body Localization  
Spatial Organization



## MATERIALS

- Solid raw potatoes
- Orange sticks
- Cloves
- Raisins
- Cherries
- Nuts

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student touches facial features of premade potato people.

### DESCRIPTION:

1. Make a potato person. Cut the potato in half and create a face with selected materials.
2. Present potato person to student and aid student in touching and visually attending to the figure.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student constructs potato person following teacher's technique.

#### DESCRIPTION:

1. Using a potato, begin constructing a face, one feature at a time.
2. Assist student with assembling specific features on the potato figure following each of your steps.
3. Continue process until face is completed.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates a puppet show with potato people.

#### DESCRIPTION:

1. Place each potato face on an orange stick.
2. Give each student one potato puppet.
3. Create a simple puppet story for the student to act out with the puppets, (eating dinner, riding the bus, getting up in the morning, etc.).

#### EXPANSIONS

1. Use other vegetables and fruit to create puppets.
2. Whole bodies can be carved from potatoes.
3. Carve out inside of potatoes, and make potato prints.
4. Instead of people, create different animals from the potatoes.

#### MODIFICATIONS

1. For visually impaired students, have the student manipulate the potato person.
2. For students with corrective equipment, add representations of the equipment, (hearing aids, glasses, crutches, etc.) to the puppet.

# TAP THE TANGO



## TARGET AREAS

Language Development

Socialization

Motor Ability

Self-Awareness

## SKILLS

Auditory Discrimination  
Receptive Language

Attending Behavior

Gross Motor  
Muscular Strength

Body Localization  
Self Identification



## MATERIALS

- Tin can tops such as orange juice can tops that can be peeled off (two for each student)
- Double faced tape (to attach tin can top to shoes.)
- Record player and records

**NOTE:** Be sure to use can tops with non-sharp edges.

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student acknowledges presence of sound and moves lower extremities to music.

### DESCRIPTION:

1. Gather students in a circle.
2. Play rhythmic record and assist students in moving their lower extremities to the music.
3. Attach tin can tops to soles of shoes with double faced tape.
4. Assist student with movement of feet.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student taps various rhythms while duplicating teacher's foot movement.

#### DESCRIPTION:

1. Tape tin can tops to soles of student's shoes.
2. Demonstrate how to create various rhythms by stamping feet.
3. Assist student to imitate foot movements with accompanying music.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student independently performs foot movements to different rhythms.

#### DESCRIPTION:

1. Encourage students to perform their own tap dance with accompanying music.
2. Students may enjoy leading the group in a dance.

#### EXPANSIONS

1. Students may take turns playing the "leader" while other students follow the initiated movement.
2. Play a rhythm on an instrument (i.e., wood block) and instruct student to play rhythm using their feet.
3. Use to increase vocabulary development with numbers (i.e., tap three times with left foot, two times with right foot).
4. Use circular shapes of tin cans to strengthen shape recognition.

#### MODIFICATIONS

1. For non-ambulatory students attach tin cans to hands and other body parts.
2. For hearing impaired students, create a "tap dance" using arms or other body parts. Encourage students to imitate or create rhythm with their feet in response to the "dance".

# PEOPLE SCULPTING



## TARGET AREAS

Motor Ability

Socialization

Self Awareness

## SKILLS

Time Orientation

Gross Motor

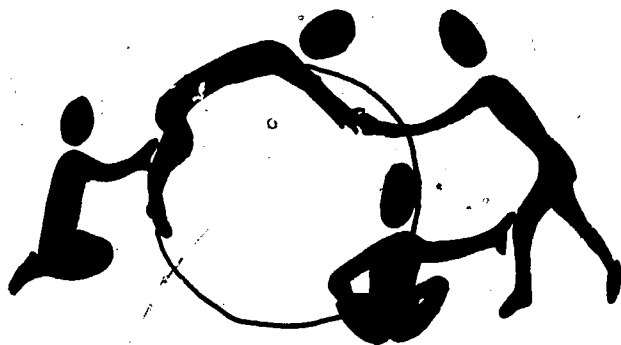
Tactile Association

Social Acceptance

Interpersonal Communication

Self Identification

Body Localization



## MATERIALS

- Record player
- Record of soft music

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student displays movement with some body part.

### DESCRIPTION:

1. Play a record and move to the music.
2. Assist student to move upper and/or lower extremities to the music.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student interlocks specific body parts to music duplicating teacher's movement.

#### DESCRIPTION:

1. Play some soft flowing music.
2. Move your arms to the music.
3. Assist students to move their arms to the music.
4. Stop the music and have each student interlock arms.
5. Repeat procedure with feet, hands, legs, etc., while labelling each body part.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates a statue by touching body parts to another student.

#### DESCRIPTION:

1. Encourage students to move their bodies while music plays.
2. When the music stops have students connect to one another by touching some body parts to create a people statue.
3. Continue playing the music and repeat the procedure, touching another body part.

#### EXPANSIONS

1. Use music that creates fast and slow movements. Reinforce vocabulary of fast and slow.
2. Have students name the created statues.
3. Have students identify what body part they are interlocking.
4. Ask students to make specific statues (i.e., animals, trees, etc.).

#### MODIFICATIONS

1. For students who are defensive to touch, encourage individual movement of body parts without interlocking with another student.
2. For non-ambulatory students, position and assist with movement on a wedge or therapeutic ball.

# STREAMERS



## TARGET AREAS

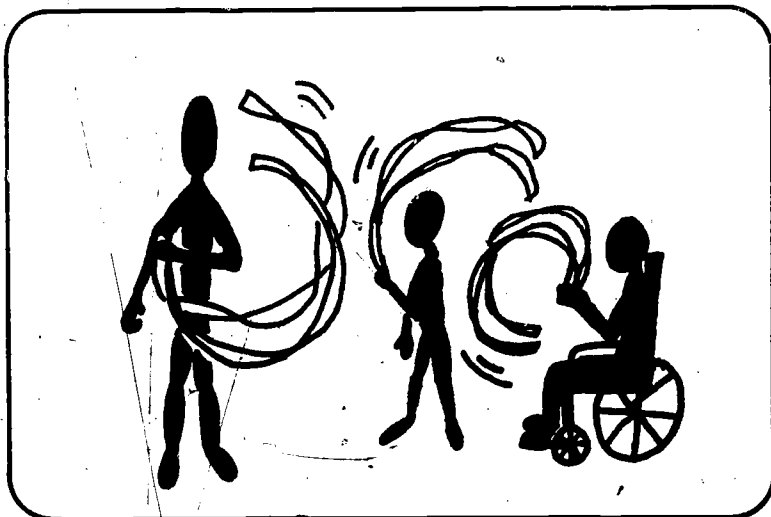
Socialization

Motor Ability

## SKILLS

Social Acceptance  
Attending Behavior

Tactile Association  
Gross Motor  
Muscular Strength  
Visual Tracking



## MATERIALS

- Material cut into long streamers.
- Records (jazz, disco, etc.).
- Record player

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student attends to and acknowledges movement and touch of material.

### DESCRIPTION:

1. Wave streamers in front of students.
2. Encourage students to attend to material.
3. Move streamers over various body parts of students.
4. Facilitate reaching and pulling of streamers on and off student's body.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student reproduces teacher's movements with the streamers.

#### DESCRIPTION:

1. Give each student a pair of streamers.
2. Move streamers in various patterns in front of students (windmill circles, flapping, crisscross, etc.).
3. Assist student to copy the specific arm movement with the streamers.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates movements with streamers.

#### DESCRIPTION:

1. Play a disco record.
2. Let students move freely to the music.
3. Encourage student to move about the room creating new movements using the streamers.

#### EXPANSIONS

1. Encourage students to interact with each other in small groups of 2-3 people.
2. Choose a student to be "leader".
3. Give students a pair of streamers of a specific color to reinforce color recognition.
4. Attach streamers to other body parts.

#### MODIFICATIONS

1. Blind students can play "puppet" while another student manipulates their movement.
2. For students in wheelchairs, attach streamers to long poles to facilitate movement.
3. For visually impaired students, use a variety of texture streamers with bells attached.

# BEACHCOMBER



## TARGET AREAS

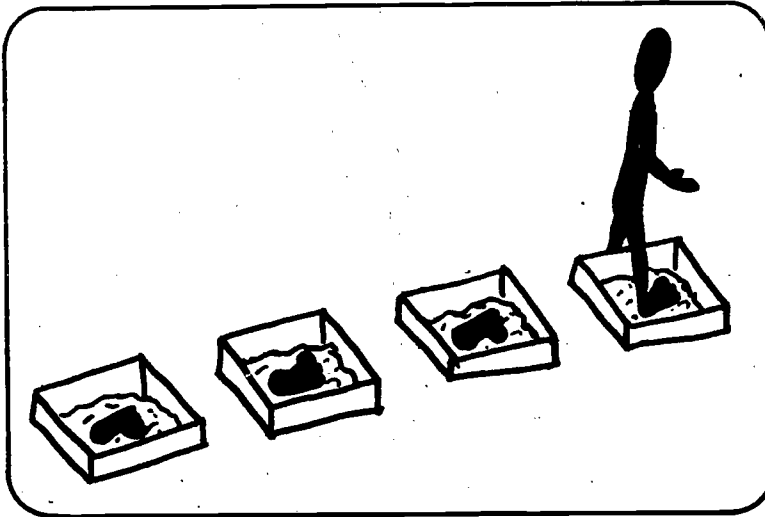
Motor Ability

Self-Awareness

## SKILLS

Gross Motor  
Tactile Discrimination  
Tactile Association  
Balance and Equilibrium

Body Localization  
Spatial Organization  
Sensory Awareness



## MATERIALS

- Dish pans full of water (If available, use small child's wading pool)
- Dish pans full of sand
- Towels for clean-up

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student experiences sensation of sand and water to feet and hands.

### DESCRIPTION:

1. Assist student in placing bare feet and hands in water and sandbox.
2. Encourage the student to explore the tactile sensation of water and sand through movement of body parts.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student reproduces teacher's movements through the sand and water.

#### DESCRIPTION:

1. Line three dish pans full of sand in a row, followed by three dish pans of water.
2. Walk in the dish pans one foot at a time as you tell a short story about walking on the beach.
3. Ask student to follow your trail through the dish pans.
4. Continue the journey with tiptoe movements or heel walking as students repeat your technique.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student follows sand and water path while creating a variety of stepping movements.

#### DESCRIPTION:

1. Make up different paths with sand and water pans.
2. Ask students to follow the path while they create stepping movements along the way.

#### EXPANSIONS

1. Students may place pans to create their own paths to follow.
2. Play musical chairs by using the pans.
3. Build sand sculptures.
4. Hide objects in sand and water that can be picked up with hands and toes.
5. Trace body parts in sand.

#### MODIFICATIONS

1. For non-ambulatory and wheelchair-bound students, place pans on a desk and have students move hands through the path.

# DANCERCISES



## TARGET AREAS

Socialization

Motor Ability

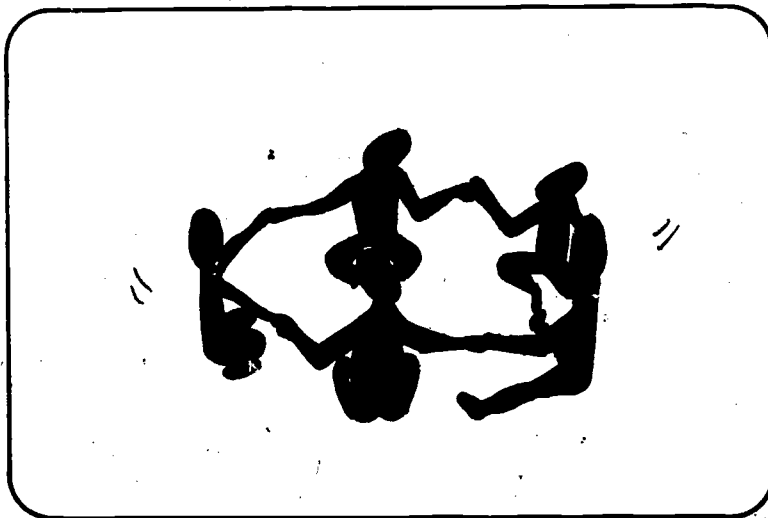
Self-Awareness

## SKILLS

Interpersonal Communication  
Social Acceptance

Gross Motor  
Directionality

Spatial Organization  
Body Localization



## MATERIALS

- Record player
- Record of fast lively music (i.e. Boggie-Woogie, Bugle Boy of Company B)

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student sways side to side to music.

### DESCRIPTION:

1. Gather students in a circle holding hands (sitting in chairs or on floor).
2. Play lively music.
3. Assist students with moving hands and body side to side to music.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student duplicates the teacher's movements.

#### DESCRIPTION:

1. Gather students in a circle.
2. Play lively music.
3. Demonstrate simple exercises to music (i.e., toe touches, knee bends, body twists, etc.).
4. Assist students to copy your movements.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates individual movements and performs a simple routine.

#### DESCRIPTION:

1. Encourage student to move independently to music.
2. Watch for individual movements.
3. Choose a movement from each student.
4. Encourage other students to duplicate the movement.
5. Put them together to create a routine.
6. Perform a group routine from student's original movements.

#### EXPANSIONS

1. Use "theraban", (a stretchy material), tied in a circle for students to hold.
2. Work on concepts of "in", "out", "under", "over" the circle while using the theraban. (A parachute may also be used).

#### MODIFICATIONS

1. For students in wheelchairs, create wheelchair dance routines or use scarves to accent movements.

# ME AND MY SHADOW



## TARGET AREAS

Socialization

• Motor Ability

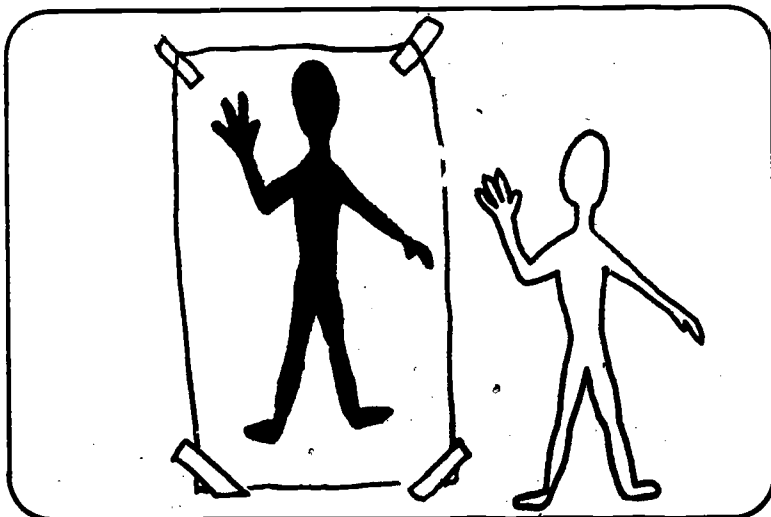
Self-Awareness

## SKILLS

Attending Behavior  
Interpersonal Communication  
Social Acceptance

Gross Motor  
Figure Ground  
Directionality  
Visual Tracking

Spatial Organization  
Self Identification



## MATERIALS

- Pre-made slides in variety of colors, preferably primary colors or Christmas Tree Color Wheel
- Slide projector
- Records (jazz, classical, etc.).
- Record player

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student moves body to music while colored light is projected.

### DESCRIPTION:

1. Project colored slide on sheet, wall or screen from a distance.
2. Play a musical selection.
3. Assist student to move in projected colored light to create a shadow.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student reproduces body movements made by teacher in colored light.

#### DESCRIPTION:

1. Stand so the projected light is on you and shadow is formed on a sheet, wall or screen.
2. Swing arms and legs side to side to create a variety of movements to the music.
3. You may want to associate each color with a specific body movement.
4. Assist student to reproduce the movements.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student moves and dances in colored light to music.

#### DESCRIPTION:

1. Play a musical selection.
2. Have students stand in projected light and encourage them to create free form dances.
3. Select a student to create a dance which others will follow.

#### EXPANSIONS

1. Use additional props for dance movements (streamers, hats, canes umbrellas, etc.).
2. Reinforce color recognition.
3. Play Simon Says in projected light.
4. Shake the screen or sheet while students are moving.

#### MODIFICATIONS

1. For non-ambulatory students, place on a therapeutic ball or vestibular board.
2. For visually impaired students, attach bells to articles of clothing to reinforce concept of movement while dancing.

# THE MOVING CIRCLE



## TARGET AREAS

Socialization

Motor Ability

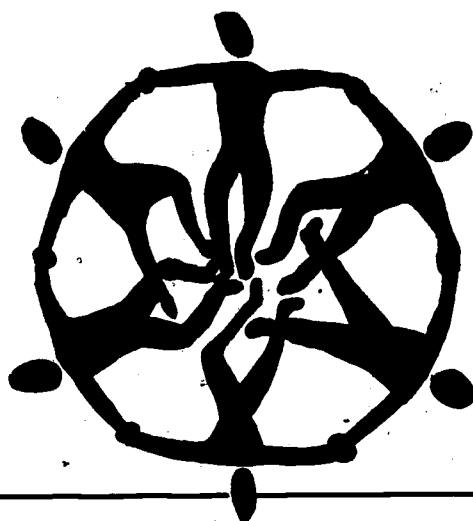
Self-Awareness

## SKILLS

Interpersonal Communication  
Cooperation

Gross Motor  
Directionality

Spatial Orientation  
Body Localization



## MATERIALS

- Tape
- Record player
- Record of soothing music

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student relaxes through movement with a group of peers.

### DESCRIPTION:

1. Make a large circle on the floor using tape.
2. Have all the students equally spaced around the circle. Students may be sitting or laying down.
3. Facilitate movement such as stretching, swaying, etc. Have students stretch then relax their body parts.
4. Play soothing music while moving.



### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies slow movements while in a circle.

#### DESCRIPTION:

1. Begin by saying "Let's see if we all can move together."
2. Arrange students in a circle holding hands or with arms draped over each others' shoulders.
3. Play a soothing record. Sway slowly to the right, then to the left.
4. Students follow teacher's movements to the record.
5. Try sitting up, raise arms above head, and slowly lean forward towards the floor.
6. Students follow teacher's movements.

### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates slow movements to music.

#### DESCRIPTION:

1. Ask each student individually to move within the circle as the group follows the movement.
2. Each student should have a chance to begin the movements.
3. Play soothing music to compliment movements.

### EXPANSIONS

1. Try fast or slow movements in a line or train.
2. Slowly pass a large ball around the circle or have students roll it around the circle.
3. Make a large loop of stretchy material that can go behind all the students' shoulders while in a circle. (Lean back--sit forward. Put loop in front and hold on, etc.).
4. Make geometric shapes on the floor for each student. Let student explore and move within their own space.

### MODIFICATIONS

1. For students who are nonambulatory, position them on a therapeutic ball or equilibrium board and replicate slow movements (side-to-side, up and down).
2. For students who are hearing impaired, encourage the feel of body motion.

# THE PARADE



## TARGET AREAS

Language Development

Socialization

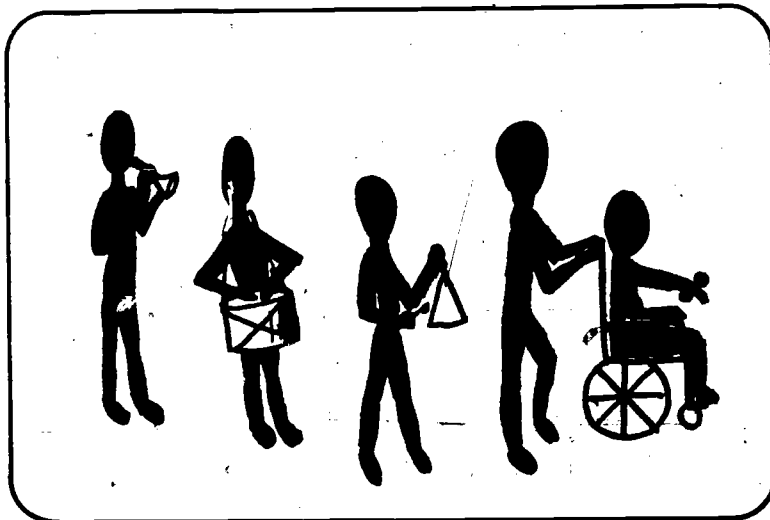
Motor Ability

## SKILLS

Comprehension  
Auditory Association

Interpersonal Communication  
Social Acceptance

Spatial Organization  
Gross Motor  
Fine Motor  
Tactile Association  
Balance



## MATERIALS

- Musical instruments
- Costume pieces
- Make-up

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student manipulates and plays an instrument.

### DESCRIPTION:

1. Place costumes and festive make-up on students.
2. Give each student an instrument.
3. Assist student with playing the instrument.

### ACTIVITY FOR IMITATION LEVEL

AIM: Student plays instrument and marches in place duplicating teacher's step.

#### DESCRIPTION:

1. Gather students in a line.
2. Lead students in circle or around room playing instruments.
3. Demonstrate a marching step.
4. Assist students with marching in place.

### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student marches around the room playing an instrument.

#### DESCRIPTION:

1. March around the room leading the students while they play their instrument and march.
2. Let a student lead the marching line.
3. Encourage student to create movements the group can follow (i.e. marching backwards, playing instruments loud/quiet, etc.).

### EXPANSIONS

1. Incorporate a theme in the parade such as the circus. Let the students be different circus characters or animals and create the costumes accordingly.
2. Take a trip to the circus and see a real parade.
3. Create a festive mood by decorating with banners and crepe paper.
4. Use clapping, stamping and other appropriate movements in place of marching step.

### MODIFICATIONS

1. In order to participate a student does not have to play the instrument. The instrument may be held or attached to the body.
2. For non-ambulatory students, encourage other students to assist them.

# UP UP AND AWAY



## TARGET AREAS

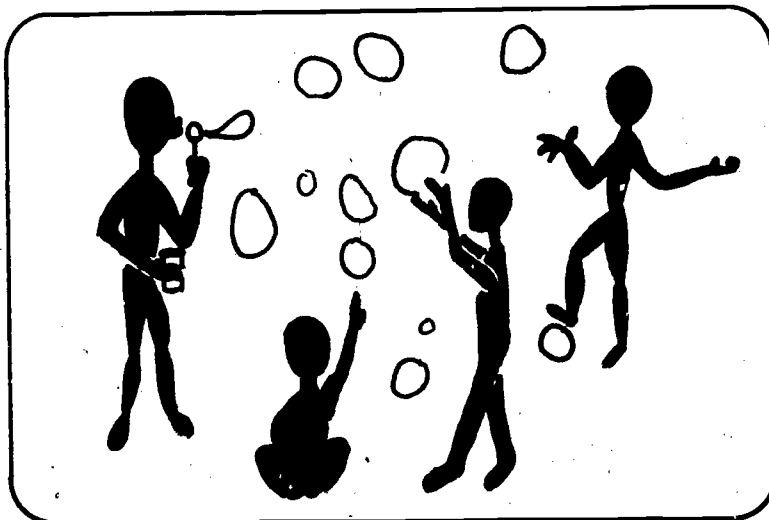
Socialization

Motor Ability

## SKILLS

Attending Behavior  
Interpersonal Communication

Fine Motor.  
Gross Motor  
Visual Tracking  
Sensory Awareness



## MATERIALS

- Different sized bubble wands.
- Wire netting
- Dish detergent
- Bowl or pan of water

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student visually attends to the presence of bubbles.

### DESCRIPTION:

1. Blow bubbles on each student.
2. Encourage student to experience the sensation of the bubbles popping.
3. Direct the bubbles within the student's visual field.
4. Assist student to visually attend to the movement of the bubbles.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies teacher's arm movements to create bubbles.

#### DESCRIPTION:

1. Make bubbles using large, waving arm movements.
2. Assist student with duplicating the movements while making the bubbles.
3. Catch, hold, pop, or stomp the bubbles.
4. Ask students to duplicate your actions.
5. Use wire netting or different sized wands to create a variety of bubble sizes.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates a bubble dance to music.

#### DESCRIPTION:

1. Play classical music.
2. Encourage students to move freely to the music as they wave bubble wands, creating a bubble dance.
3. Continue dance movements to pop the bubbles.

#### EXPANSIONS

1. Have students wave bubbles to each other.
2. Try blowing bubbles instead of waving wands.
3. Conduct the activity out-of-doors, allowing wind to make bubbles.
4. Try to identify different sizes and shapes of bubbles.

#### MODIFICATIONS

1. For visually impaired students, wave or blow bubbles so that they touch the student's body and pop. Add a variety of scents to increase the sensory experience.
2. For students with limited mobility, use a fan to produce the bubbles.

# ROCK WITH ME



## TARGET AREAS

Socialization

Motor Ability

## SKILLS

Attending Behavior  
Interpersonal Communication  
Social Acceptance

Gross Motor  
Directionality  
Laterality  
Balance and Equilibrium



## MATERIALS

- Vestibular board
- Record player
- Records

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student moves with teacher on a vestibular board..

### DESCRIPTION:

1. Play music while moving with student on the vestibular board.
2. Place your hands on the students as a supportive technique.
3. Determine what movements are pleasurable for each student.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student moves to specific rocking patterns with the teacher.

#### DESCRIPTION:

1. Sit long legged on the vestibular board facing the student.
2. Rock side to side as student follows your pattern. Facilitate student to move with you.
3. Continue process with a back and forth motion.
4. Try the movement patterns while sitting Indian style.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student initiates movement patterns with a partner on the vestibular board.

#### DESCRIPTION:

1. Select two students to be partners sitting on the board.
2. Play music.
3. Encourage students to create movement patterns with each other.

#### EXPANSIONS

1. Try other positions on the vestibular board, i.e. knee sitting, knee standing, horizontal on stomach or back).
2. Elasticized cloth can encircle student so co-active movements are enhanced.
3. Try other equipment to rock on (waterbeds, mats, large balls, etc.).

#### MODIFICATIONS

1. For non-ambulatory students, assist with positioning by using large rolls or pillows.
2. For wheelchair-bound students, place them in rocking chair to experience movements.

# TOSS A RAINBOW



## TARGET AREAS

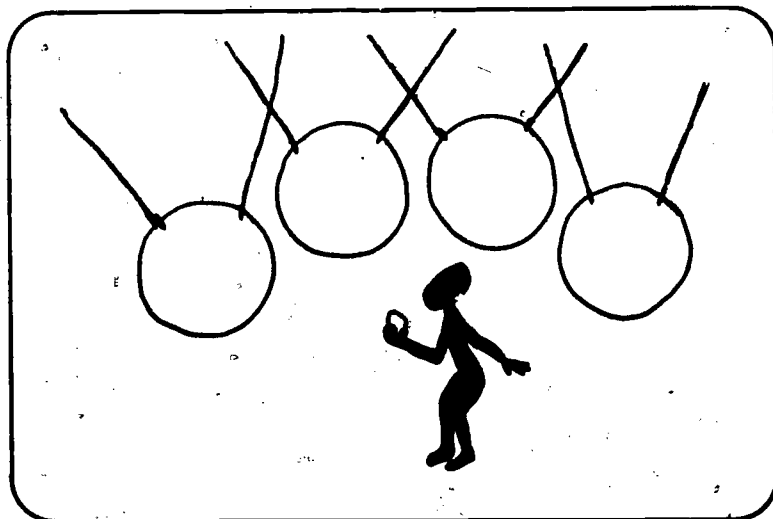
Language Development

Motor Ability

## SKILLS

Comprehension  
Classification  
Vocabulary

Gross Motor  
Visual Tracking  
Visual Discrimination  
Perceptual Motor  
Spatial Organization  
Tactile Discrimination



## MATERIALS

- Solid color Bean Bags (made of red, blue and yellow).
- Red, blue and yellow hoola hoops.
- String

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student touches and manipulates bean bags and hoola hoops.

### DESCRIPTION:

1. Have student touch bean bags and hoola-hoops to feel the different shapes and consistency.
2. Assist student by patterning the movements of tossing the bean bag.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student matches colors and tosses bean bags duplicating teacher's movements.

#### DESCRIPTION:

1. Attach string to hoola hoops and hang them in an arc from the ceiling or light fixtures.
2. Choose a bean bag and assist student with selecting an identical colored bean bag.
3. Toss your bag over or underhand through the matching colored hoop while naming the color.
4. Ask student to duplicate your action and when appropriate name the color.
5. Repeat process with other primary colors.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates different body positions for each bean bag toss.

#### DESCRIPTION:

1. Give each student 3 bean bags to toss.
2. With each toss, encourage student to create a new body movement while matching bean bag and hoop colors (bending over, tossing through legs, backwards toss, etc.).
3. Students may duplicate each other's movements.

#### EXPANSIONS

1. Use additional colors.
2. Mix color directions when tossing (toss the green bag through the blue hoop).
3. Use hoops to encourage different movement games.
4. Have students locate specific colors in the room, on their clothes, outside, etc.

#### MODIFICATIONS

1. For visually impaired students, shake a bell near the appropriately colored hoop when tossing the bean bag.
2. For students with upper extremity limitations, position them near the equipment.

# ZIPPITY DO DA



## TARGET AREAS

Language Development

Motor Ability

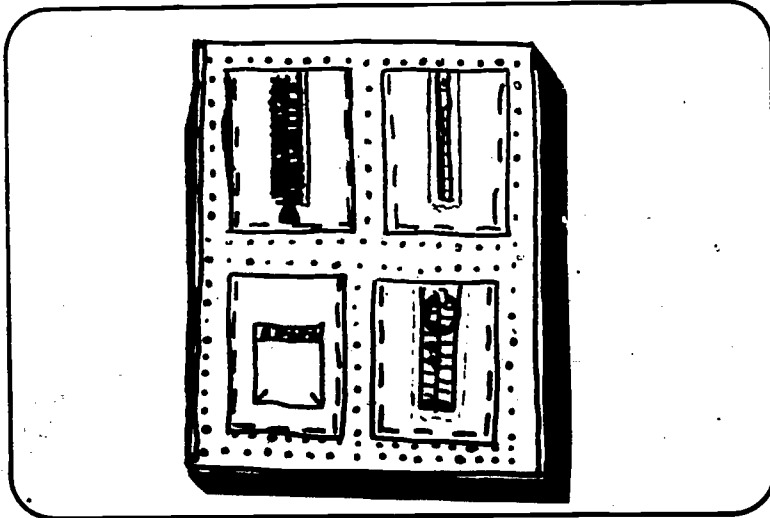
Socialization

## SKILLS

Comprehension  
Vocabulary

Fine Motor  
Tactile Association  
Visual Tracking  
Directionality

Self Care



## MATERIALS

- Different size zippers
- Washboard, corrugated cardboard, toy xylophone
- Homemade zipperboard
- Beads, strings, safety pins, rings to attach to zipper fastener

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student feels and experiences the movement of zipping.

### DESCRIPTION:

1. Move the student's hand and arm up and down the washboard.
2. Repeat action with large zippers on zipperboard or clothing.

### ACTIVITY FOR IMITATION LEVEL

**AIM:** Student models teacher's zipping up and down movements.

#### DESCRIPTION:

1. Demonstrate upward movement of zipping on the washboard or cardboard. Say "Going Up!"
2. Assist students to copy the upward movement. Say or sign the word "Up".
3. Demonstrate downward movement of zipping on the washboard or cardboard. Say "Going Down!"
4. Assist students to copy the downward movement. Say or sign "Down".
5. Repeat the above steps using a zipper. Say "The zipper is going Up or Down!"
6. Encourage students to copy movement action and when appropriate vocalize or sign the word.

### ACTIVITY FOR SELF INITIATION LEVEL

**AIM:** Student zips the zippers on the zipperboard or on articles of clothing.

#### DESCRIPTION:

1. Present each student with a zipperboard or article of clothing.
2. Ask students to zip up the zippers.
3. Ask students to zip down the zippers.
4. Encourage students to say or sign the words Up and Down while zipping.

### EXPANSIONS

1. To emphasize zipping actions teacher can create Up and Down sounds on the xylophone or kazoo.
2. Try activity with snapping, buttoning, or fastening hooks.
3. Extend activity to dressing and undressing on dolls or self.

### MODIFICATIONS

1. For students with poor fine motor skills, attach beads, string, etc., to zipper fastener.
2. For students with poor motor control work behind them and position student's head symmetrically so it is centered. Place a mirror so child can see.
3. For visually impaired students emphasize sound and movement to reinforce up and down concepts.

# MUSICAL FEET



## TARGET AREAS

Language Development

Motor Ability

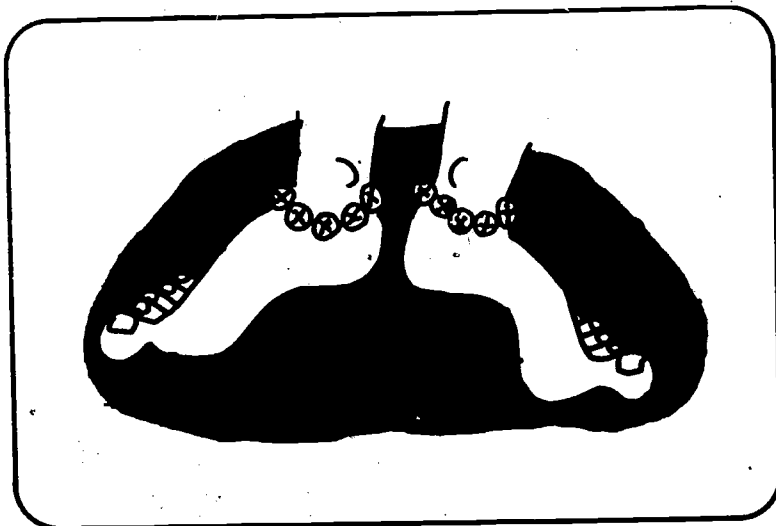
Self-Awareness

## SKILLS

Comprehension  
Vocabulary

Tactile Association  
Gross Motor

Body Localization  
Body Awareness



## MATERIALS

- Record player
- Rhythmic record
- Strings of bells for students to wear on their ankles.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student attends to sound of bells and motion of feet.

### DESCRIPTION:

1. Place bells on your ankles and those of the student.
2. Assist student in shaking feet and direct student's attention to the sound.
3. Encourage student to touch and explore feet and bells.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies teacher's specific foot movements.

#### DESCRIPTION:

1. Place ankle bells on yourself and students.
2. Begin by shaking one foot, then two feet.
3. Assist student in imitating your movements.
4. Shake both feet slowly then quickly, emphasizing the movements of both actions and the words fast and slow.
5. Assist student in repeating the slow and fast foot movements.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student makes rhythmic foot movements to record.

#### DESCRIPTION:

1. Play record that includes fast and slow music.
2. Encourage student to make rhythmic foot movements to the beat of the music.

#### EXPANSIONS

1. Play recorded selection at intervals. When selection stops, students stop moving their feet.
2. Use various types of music (jazz, band music, classical, rock and roll, etc.).
3. Try activity with other body parts.
4. Have a mirror in front of student to view specific movements.
5. Shine a light on foot movements.

#### MODIFICATIONS

1. For students with physical handicaps, attach bells to body part that functions most independently.
2. For students with visual impairments, allow them to feel movement of feet.

# WASH WITH A BEAT



## TARGET AREAS

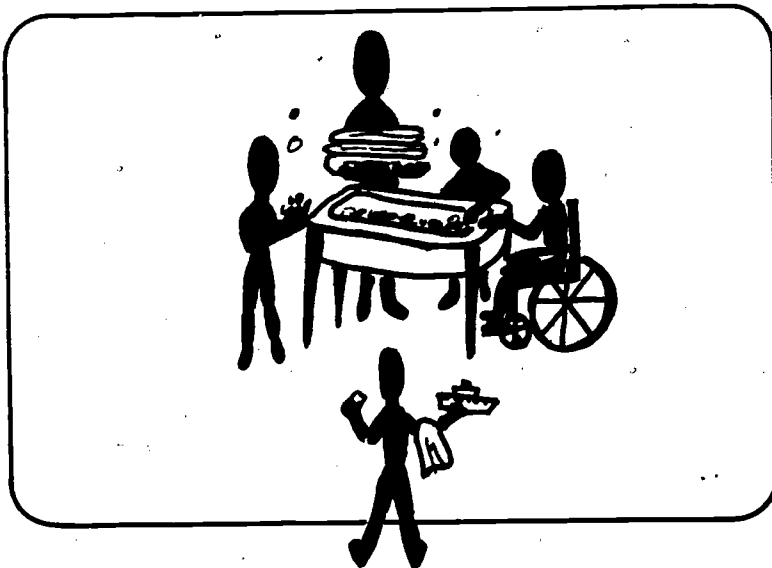
Socialization

Motor Ability

## SKILLS

Social Interaction  
Self Care

Sensory Awareness  
Fine Motor  
Tactile Association



## MATERIALS

- Sing tune such as "Down By The Riverside", or "This Way We Wash Our Hands", "Splish, Splash, I Was Taking A Bath."
- Bars of soap.
- Towels.
- Water table or water basins.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student engages in water play.

### DESCRIPTION:

1. Fill water tub with soapy water.
2. Gather students in circle around water tub.
3. Encourage students to splash hands in the water.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student duplicates teacher's handwashing process.

#### DESCRIPTION:

1. Sing verse of song while splashing your hands in the water. Ask students to copy your actions.
2. Sing the song while rubbing your hands with soap and assist students with lathering their hands.
3. Continue singing while rinsing your hands. Assist students to duplicate your action.
4. Demonstrate and assist students with hand drying.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student washes and rinses hands while singing.

#### DESCRIPTION:

1. Sing the song while encouraging students to wash their hands independently.
2. Students proceed to dry hands while singing song.
3. Encourage students to sing while repeating washing and drying procedure.

#### EXPANSIONS

1. Try accompanying the song with musical instruments, as guitars, drums, tambourines, etc.
2. Try washing feet and other body parts to the music.
3. Students can search for different objects in the water to encourage fine motor and object identification skills.

#### MODIFICATIONS

1. For students who have difficulty standing or sitting: position on wedge or scooterboard around a child's swimming pool full of soapy water.

# STRIKE UP THE BAND



## TARGET AREAS

Language Development

Motor Ability

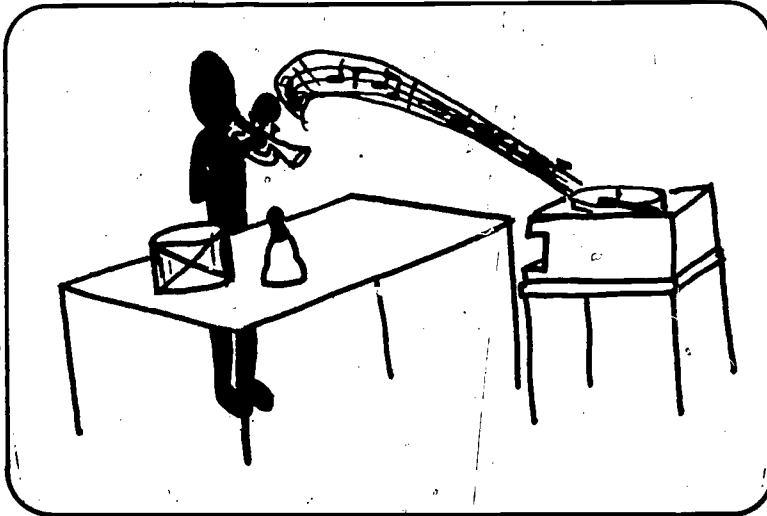
Socialization

## SKILLS

Auditory Discrimination  
Classification  
Auditory Association

Fine Motor  
Gross Motor

Attending Behavior  
Interpersonal Communication



## MATERIALS

- Tape of instrument sounds (bells, horns, drums, etc.).
- Tape recorder
- Instruments corresponding to taped sounds.

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student attends to a series of taped sounds and interacts with an instrument.

### DESCRIPTION:

1. Position student so you are sitting behind.
2. While a tape of an instrument's sound is playing, present the instrument to the student.
3. Let student interact with the instrument.
4. Use same procedure for other instruments.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student plays the same instrument as heard on the tape.

#### DESCRIPTION:

1. Play prerecorded selection of a specific instrument.
2. Play the same instrument that corresponds to the tape.
3. Assist student to play that instrument and imitate the sound.
4. Repeat process with other instruments.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student selects an instrument to play in the band.

#### DESCRIPTION:

1. Have each student select an instrument to play.
2. Let each student individually play the instrument.
3. Lead class in playing instruments collectively.

#### EXPANSIONS

1. Try playing two or three sounds in sequence and let students identify instruments in sequence or imitate the sequence.
2. Make musical sounds with other objects (spoons, pots and pans, etc.).
3. Have students identify functional sounds (telephone, car horn, fire alarm, etc.).
4. Play sound selection and have students move to the sound.

#### MODIFICATIONS

1. For students with hearing impairments, have them feel the vibrations of the speakers or the instrument.
2. For students with manual limitations, have them play blowing instruments, (i.e. horns, kazoos, etc.).

# ABOUT ME



## TARGET AREAS

Language Development

Socialization

Motor Ability

Self-Awareness

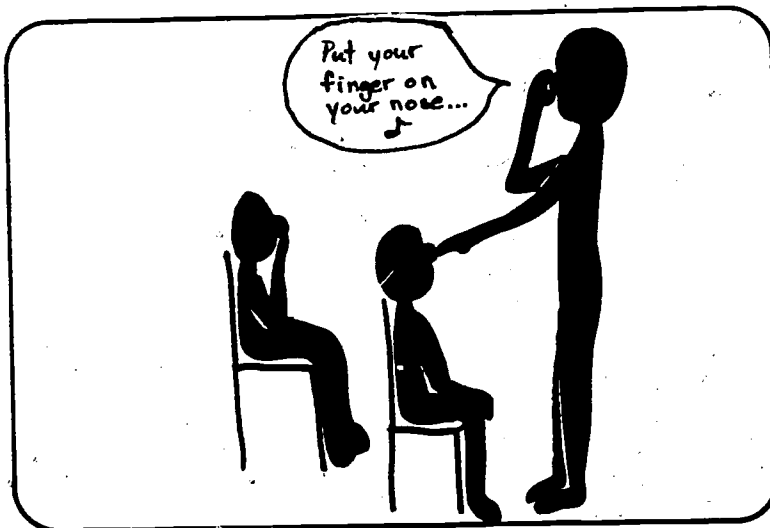
## SKILLS

Vocabulary  
Comprehension

Attending Behavior

Gross Motor  
Tactile Association

Self-Identification  
Self-Image



## MATERIALS

None required

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student attends to teacher as a phrase is sung identifying individual characteristics about each student.

### DESCRIPTION:

1. Seat students in a circle.
2. Stand in front of each student while singing a phrase describing characteristics of each student. Use simple tune such as "Three Blind Mice."

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student duplicates action of teacher while teacher sings.

#### DESCRIPTION:

1. Sing a simple tune to students using individual phrases that describe them.
2. Touch and move the appropriate body part, apparatus, etc., of the individual students while singing.
3. Assist student to copy the action at the appropriate point in the song.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student responds to song using appropriate action.

#### DESCRIPTION:

1. Repeat the song.
2. Encourage the student to respond to the song at appropriate cues.

#### EXPANSIONS

1. Use a large, three-sided mirror so that students can observe their actions.
2. Musical instruments (guitar, drum, etc.) may accompany songs.
3. Students can act out action words.
4. Use word cards to increase sight word vocabulary when appropriate.

#### MODIFICATIONS

1. For students who have difficulty with movement, provide additional physical assistance.

# SHAKE, ROCK AND ROLL



## TARGET AREAS

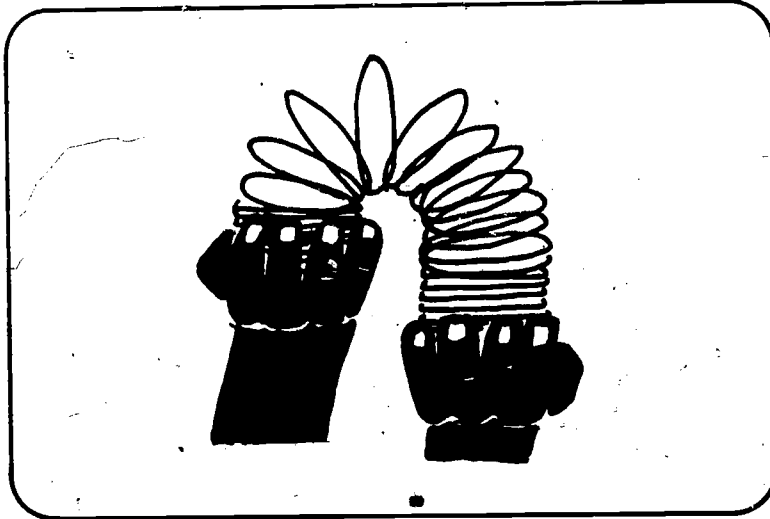
Motor Ability

Self-Awareness

## SKILLS

Directionality  
Gross Motor  
Fine Motor  
Tactile Association

Body Localization  
Spatial Organization



## MATERIALS

- Record player.
- Record (with definite rhythm)
- Several Slinkys.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student moves one part of the body.

### DESCRIPTION:

1. Show Slinky to student and demonstrate how it moves.
2. Play record with a definite rhythm such as marching, disco, jazz, etc. Move slinky to the rhythm of the music.
3. Assist student to move upper and lower extremities to the rhythm of the music.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student duplicates teacher's shaking, rocking and rolling movements with the Slinky.

#### DESCRIPTION:

1. Continue playing the music.
2. Move Slinky by holding one end and extending the other with a shaking movement. Students reproduce movement with their Slinky.
3. Hold one end of the Slinky in each hand and let the weight shift so it rocks back and forth. Students reproduce the movement with the Slinky.
4. Roll Slinky using it as a cylinder. Student reproduces the movement with the Slinky.
5. Encourage the students to imitate the motion of the Slinky using body movements.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student demonstrates shaking, rocking and rolling movements.

#### DESCRIPTION:

1. Student moves upper then lower extremities to music with shaking movement.
2. Student moves upper, then lower extremities to music with a rocking movement.
3. Student moves upper, then lower extremities to music with a rolling movement.

#### EXPANSIONS

1. Ask the student to verbally label the directional movements.
2. Use a rolling pin to roll out dough, clay, etc.
3. Use some musical instrument that can roll or shake.

#### MODIFICATIONS

1. For non-ambulatory students, place on a Rocker Board or Therapy Ball. Move student in a rocking and rolling motion.
2. For the visually and/or hearing impaired student, pattern the student through the movements to the beat of the music.

# LET'S MAKE A TUNE



## TARGET AREAS

Language Development

Socialization

Motor Ability

## SKILLS

Auditory Memory  
Classification  
Auditory Association  
Receptive Language

Attending Behavior  
Interpersonal Communication

Fine Motor



## MATERIALS

- Rhythm instruments, two of a kind (wood block, drum, triangle).
- Record player
- Record of pop music or any familiar song to students.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student attends to the teacher and acknowledges presence of sound.

### DESCRIPTION:

1. Sit facing student trying to maintain eye contact.
2. Hold the instrument to each side and then in back of the student.
3. Encourage student to determine where the sound is coming from by pointing.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student plays instrument to music following teacher's action.

#### DESCRIPTION:

1. Pick up an instrument and play it to music.
2. Ask student to reach for instrument and play it to the music.
3. Repeat procedure, having student change instruments.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student identifies instrument auditorily and plays it.

#### DESCRIPTION:

1. Choose an instrument and play it to the music out of view of the student.
2. Ask student to determine which of the two or three instruments was played.
3. Encourage student to select the instrument which was played and play it to the music.

#### EXERCISES

1. Try making instruments with varying sounds (drop different objects into glass jars and tap or shake the jar).
2. Try playing two or three instruments in a sequence and let students repeat the sequence.
3. Concentrate on different sound groups of instruments (metal, wood, etc.).

#### MODIFICATIONS

1. For students who are hearing impaired, have them feel the vibrations and movement of the instruments.
2. For students who are easily distracted, play instruments without music.

# THE NAME GAME



## TARGET AREAS

Language Development

Motor Ability

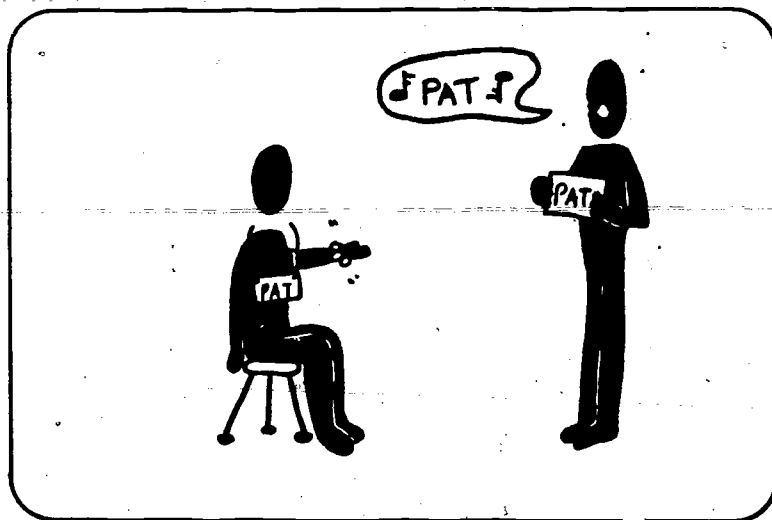
Self Awareness

## SKILLS

Auditory Association  
Comprehension  
Vocabulary

Gross Motor

Self Identification



## MATERIALS

- Instruments for each student (wrist bells).
- Record of songs that name individuals.
- Record player

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student attends when name is called.

### DESCRIPTION:

1. Give each student a musical instrument..
2. Sing or play record of a name song.
3. Move over to individual students as you sing their name..
4. As name is called, assist student in shaking the bells.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student imitates teacher's movements when name is called.

#### DESCRIPTION:

1. Sing the name song.
2. Shake bell while singing the individual student's name.
3. Encourage the student to imitate your action when name is called.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student rings bells as name is called.

#### DESCRIPTION:

1. Sing the song with the student.
2. As student's names are called, they respond by shaking their wrist of bells.

#### EXPANSIONS

1. Try using a variety of different musical instruments.
2. For those students who have learned their own names, try using activity to teach other classmate's, teacher's, etc., names.
3. In order to reinforce student identification of name, touch the student when name is called.

#### MODIFICATIONS

1. For students who are hearing impaired, attach streamers instead of bells to their wrist.

# REPEAT THE BEAT



## TARGET AREAS

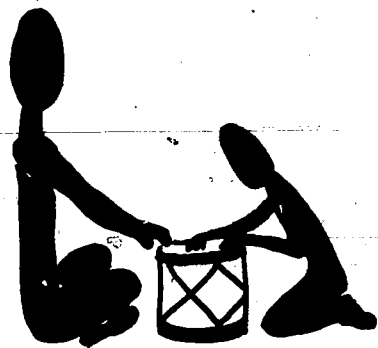
Socialization

Motor Ability

## SKILLS

Social Acceptance  
Interpersonal Communication  
Cooperation

Gross Motor  
Fine Motor  
Auditory Sequencing  
Auditory Memory



## MATERIALS

- Various rhythm instruments

## ACTIVITY FOR AWARENESS LEVEL.

AIM: Student attends to musical sounds and rhythms.

### DESCRIPTION:

1. Hold musical instrument in front of student (i.e. drum, etc.).
2. Student hits or shakes instrument.
3. Repeat with other instruments.
4. Assist student in beating or shaking rhythmic patterns.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student reproduces teacher's beat patterns.

#### DESCRIPTION:

1. Make a simple musical pattern with instrument (i.e. two or three beats).
2. Ask student to repeat the beat pattern.
3. Repeat the beat pattern with other instruments.
4. Have student reproduce additional patterns.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student creates individual beat pattern to be played by the group.

#### DESCRIPTION:

1. Have students sit in a large circle and give each student a rhythm instrument to create a beat.
2. Ask for a volunteer to create a beat.
3. All other students repeat the beat with their instruments.

#### EXPANSIONS

1. Let students take turns at leading the "orchestra" with batons.
2. Play instruments to different tempos - fast, slow, jerky, smooth, etc.
3. To develop counting skills, count number of beats in simple song.

#### MODIFICATIONS

1. For hearing impaired students, tap out simple beats on arm or other body part, or choose instruments which have vibrations that can be felt (i.e. drums, tambourine, etc.).
2. For students with severe motor limitations, have them watch a light or streamers moved by teacher in response to music's beat.

# THE MAGIC TOUCH



## TARGET AREAS

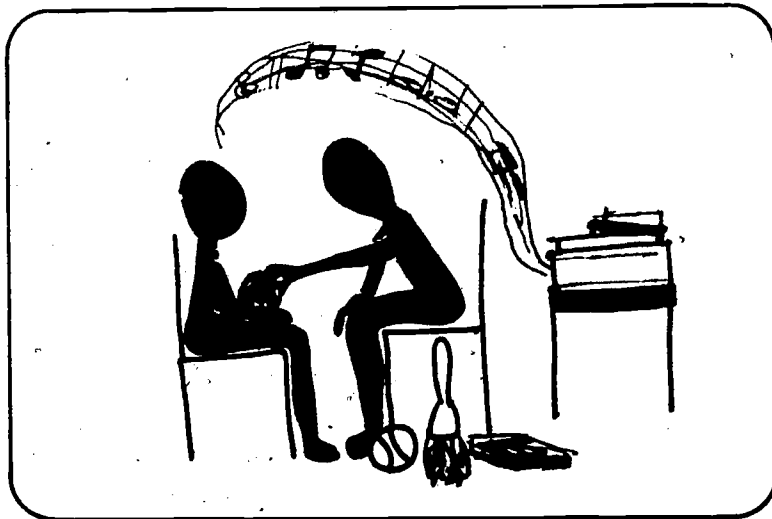
Motor Ability

Self-Awareness

## SKILLS

Gross Motor  
Tactile Discrimination  
Tactile Association  
Directionality

Self-Identification  
Body Localization  
Sensory Awareness



## MATERIALS

- Various materials and objects, i.e. velvet, fur, cotton, silk, feather, leather, tennis ball
- Records
- Record player

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student attends to and acknowledges presentation of tactile stimuli.

### DESCRIPTION:

1. Create a quiet, relaxed environment including soothing music.
2. Rock or gently move student side to side, back and forth, etc.
3. Touch student with objects and materials that produce a variety of tactile sensations.

### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies movements and actions of teacher.

#### DESCRIPTION:

1. Touch your upper and lower extremities with various textures as music plays.
2. Encourage student to imitate your actions and movements.
3. Emphasize the descriptor where appropriate (i.e., "This is soft").

### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student selects materials in touching body parts.

#### DESCRIPTION:

1. Encourage student to select various materials.
- 2.. Play music and allow students to touch body parts with the material.

### EXPANSIONS

1. Allow the student to stroke you with the various materials.
2. Use different types of music and encourage students to select objects or materials that match the flow of the music.

### MODIFICATIONS

1. For students who have limited motoric ability, provide physical assistance in touching.

# THE MAGIC TOUCH



## TARGET AREAS

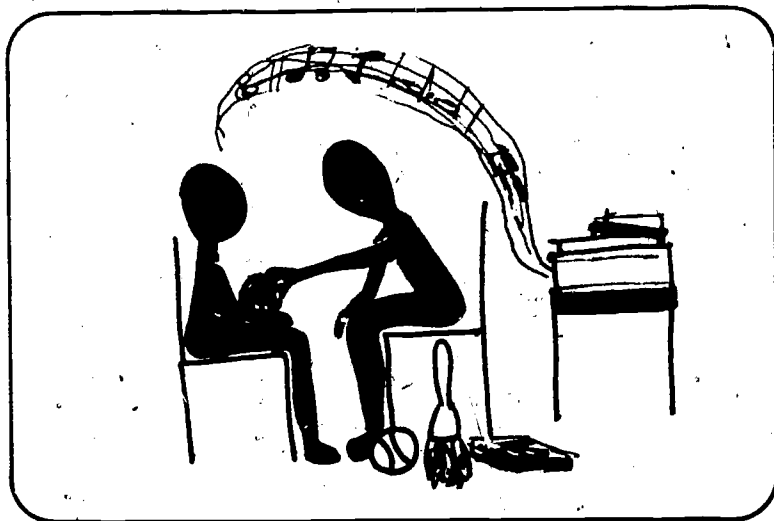
Motor Ability

Self-Awareness

## SKILLS

Gross Motor  
Tactile Discrimination  
Tactile Association  
Directionality

Self-Identification  
Body Localization  
Sensory Awareness



## MATERIALS

- Various materials and objects, i.e. velvet, fur, cotton, silk, feather, leather, tennis ball
- Records
- Record player

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student attends to and acknowledges presentation of tactile stimuli.

### DESCRIPTION:

1. Create a quiet, relaxed environment including soothing music.
2. Rock or gently move student side to side, back and forth, etc.
3. Touch student with objects and materials that produce a variety of tactile sensations.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies movements and actions of teacher.

#### DESCRIPTION:

1. Touch your upper and lower extremities with various textures as music plays.
2. Encourage student to imitate your actions and movements.
3. Emphasize the descriptor where appropriate (i.e., "This is soft").

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student selects materials in touching body parts.

#### DESCRIPTION:

1. Encourage student to select various materials.
2. Play music and allow students to touch body parts with the material.

#### EXPANSIONS

1. Allow the student to stroke you with the various materials.
2. Use different types of music and encourage students to select objects or materials that match the flow of the music.

#### MODIFICATIONS

1. For students who have limited motoric ability, provide physical assistance in touching.

# MUSICAL ROUNDS



## TARGET AREAS

Language Development

Socialization

Motor Ability

## SKILLS

Auditory Association  
Receptive Language  
Classification

Attending Behavior  
Interpersonal Communication

Muscular Strength  
Tactile Association  
Tactile Discrimination  
Fine Motor



## MATERIALS

- Round musical instruments (drums, tambourines, bells, gongs).
- Record player
- Record utilizing various rhythmic beats.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student acknowledges the presence of sound, attends to activity and experiences tactile sense of instrument.

### DESCRIPTION:

1. Gather students in circle.
2. Select and play one of the round instruments for each student.
3. Place student's hand on instruments while playing. Let the student feel the roundness of the instrument.
4. Assist student to respond to the sound and vibration through eye contact, rocking or clapping movement, etc.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student holds and plays instrument duplicating teacher's movement.

#### DESCRIPTION:

1. Distribute round instruments to students while emphasizing the roundness of each instrument.
2. Play one of the instruments to the music.
3. Instruct students to follow, cue of grasping, holding and playing instruments to the music.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student selects and plays a round instrument while interacting with peers.

#### DESCRIPTION:

1. Student selects and identifies a round instrument.
2. Encourage each student to play an instrument to the music.
3. Students move around in a circle playing their instruments to the music.

#### EXPANSIONS

1. Encourage shape recognition and discrimination by adding other instruments (i.e., wooden block for squares).
2. Allow pairs of students to play one instrument together (i.e., sharing a drum).
3. Blindfold students and let them identify instruments using tactile and/or auditory senses.
4. Add visual arts by having the students make their own rounded instruments, i.e. rattles, paper plates, tambourines, etc.)
5. Let student make round movements with their bodies.

#### MODIFICATIONS

1. For students who are hearing impaired, emphasize touching the instrument and feeling the vibration.

# POP-UP



## TARGET AREAS

Motor Ability

Self-Awareness

## SKILLS

Olfactory Association

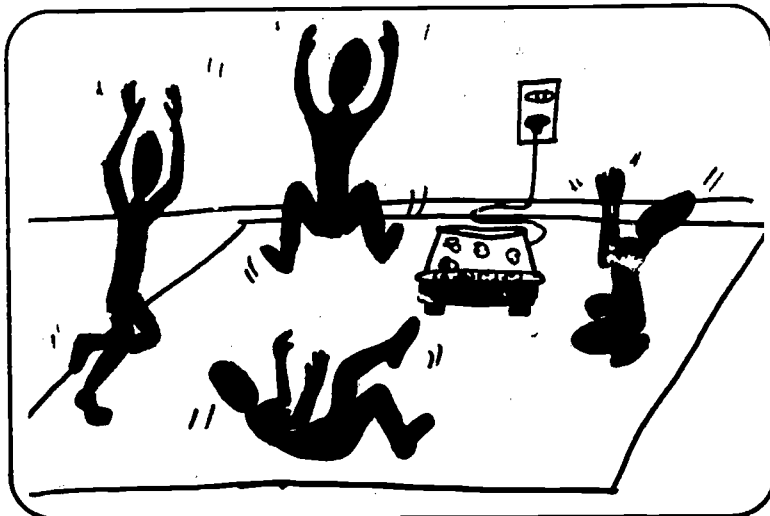
Gross Motor

Tactile Association

Visual Association

Self-Care

Sensory Awareness



## MATERIALS

- Popcorn popper
- Popcorn, oil, salt
- Extension cord
- Sheet
- Broom and dust pan for clean-up

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student responds to various sensory stimuli.

### DESCRIPTION:

1. Place sheet on floor and have children sit or lie on sheet around the popcorn popper.
2. Begin popping corn with the lid on until several kernels pop, then remove lid and finish popping.
3. As popcorn pops, assist students to smell, see, hear, touch and taste the popcorn.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student reproduces teacher's body movement.

#### DESCRIPTION:

1. Have students sit on a sheet placed on the floor around the popcorn popper. Pop the popcorn with lid on until several kernels pop, then take lid off and finish popping.
2. As the kernels pop, say "pop" and demonstrate the action of "popping" with your whole body. Curl up like a small kernel; expand your body and "pop".
3. Encourage students to reproduce your movements.
4. Students may eat the popcorn after popping.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student pretends to pop like a kernel of corn.

#### DESCRIPTION:

1. Place sheet on the floor, set popcorn popper. Pop the corn.
2. Encourage students to act out the popping actions.
3. Students may eat the popcorn upon completion.

#### EXPANSIONS

1. Make pictures by gluing popcorn on paper.
2. Create a short action story or poem about popcorn and have students create the popping movements.
3. Have students move various body parts in response to the cue of "pop" instead of the whole body.

#### MODIFICATIONS

1. For students who have difficulty controlling their behavior, place them in chairs around the table so that they can curl up into a ball sitting down, and sit up to "pop".
2. For non-ambulatory students use bean bag chairs.
3. This activity is not appropriate for students allergic to corn products.

# FISHERPERSONS



## TARGET AREAS

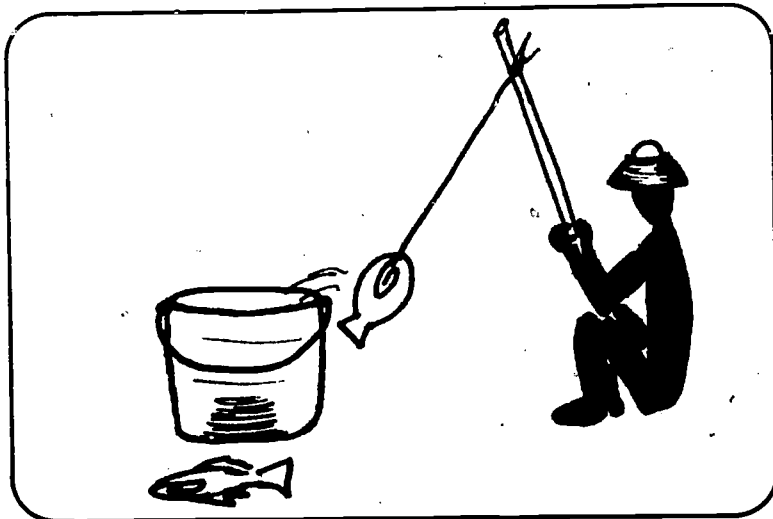
Motor Ability

Language Development

## SKILLS

Visual Tracking  
Gross Motor  
Tactile Association  
Tactile Discrimination

Comprehension  
Expressive Language  
Receptive Language  
Classification



## MATERIALS

- Fishing hats
- Buckets of water
- Fishing poles (sticks with string and clothespin on the end).
- Rubber or plastic fish

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student experiences sensory awareness of water and physical actions of fishing.

### DESCRIPTION:

1. Have student touch and explore the fish in a bucket of water.
2. Assist student with the throwing and pulling movements of using a fishing pole.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies fishing actions as teacher tells and acts out a fishing experience.

#### DESCRIPTION:

1. Throw the fishing line into the water while describing your action.
2. Assist student with copying your throwing movement.
3. Attach the fish to your string in the bucket of water and pull the fish up while describing your action.
4. Clip student's fish to string and assist student in duplicating the pulling movement.
5. Repeat both actions several times to reinforce the movements of throwing and pulling.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student acts out fishing movements as teacher gives cues in a story.

#### DESCRIPTION:

1. Tell a fishing experience using action words, i.e. throwing and pulling.
2. Encourage student to act out the fishing movements.

#### EXPANSIONS

1. Include a variety of actions in the story (attaching a fake worm to the hook, reeling the fish in, stepping in and out of the boat, cooking fish).
2. Make an outdoor collage associated with fishing using wood, pebbles, feathers, leaves, etc.
3. Serve fish sticks or fish crackers for snacks.
4. Take a fishing field trip.
5. Sing a song about fishing.

#### MODIFICATIONS

1. For visually impaired students attach a bell to the fish.
2. For hearing impaired students continually pantomime the action for them to duplicate.

# STORY THEATRE



## TARGET AREAS

Language Development

Socialization

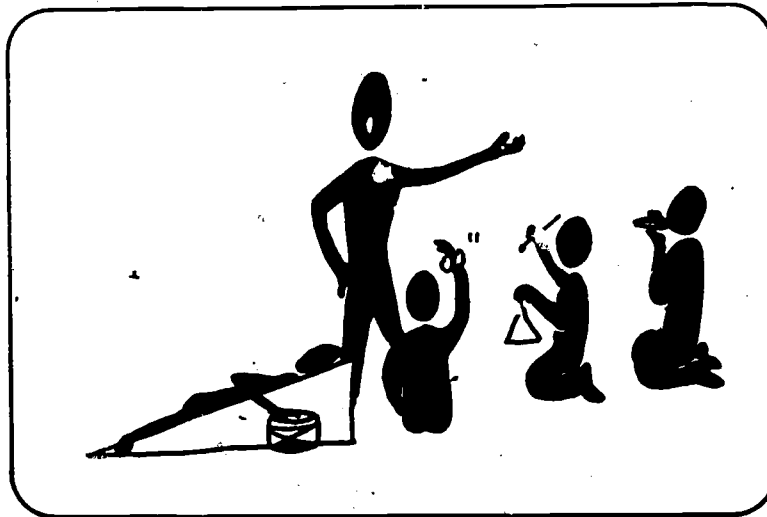
Motor Ability

## SKILLS

Auditory Association  
Receptive Language  
Comprehension

Attending Behavior  
Interpersonal Communication

Fine Motor  
Muscular Strength  
Time Orientation



## MATERIALS

- Rhythm instruments (bells, kazoos, triangle, etc.)
- Body and mouth sounds (whistling, clapping, etc.).
- Teacher creates simple story (2-10 sentences) concentrating on action rather than descriptive words.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student attends to the dramatic excitement of a story.

### DESCRIPTION:

1. Prepare and tell a simple story to the class.
2. Use rhythm instrument as sound effects to emphasize action words, (i.e. Huge drops of rain feel from the sky; create sounds of rain with a xylophone).
3. Encourage student to attend to story.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student reproduces teacher's actions by using instruments as story is told.

#### DESCRIPTION:

1. Enthusiastically tell story using instruments to highlight the action.
2. Instruct students to respond by reproduces your movement of an instrument to the action parts of a story.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student responds to story cues with instruments.

#### DESCRIPTION:

1. Enthusiastically tell story. Action parts are highlighted verbally and visually. Allow for pauses, giving students cues to use the instruments.

#### EXPANSIONS

1. Substitute body movements to illustrate the story instead of using instruments.
2. Use puppets and try to act out the story.
3. Create new stories and new movements.

#### MODIFICATIONS

1. For hearing impaired students, have them feel the vibration of the instruments, and receive cues by watching the action of the movements.
2. For physically handicapped students have them create sound effects using their adaptive equipment.

# MYSTERY BOX



## TARGET AREAS

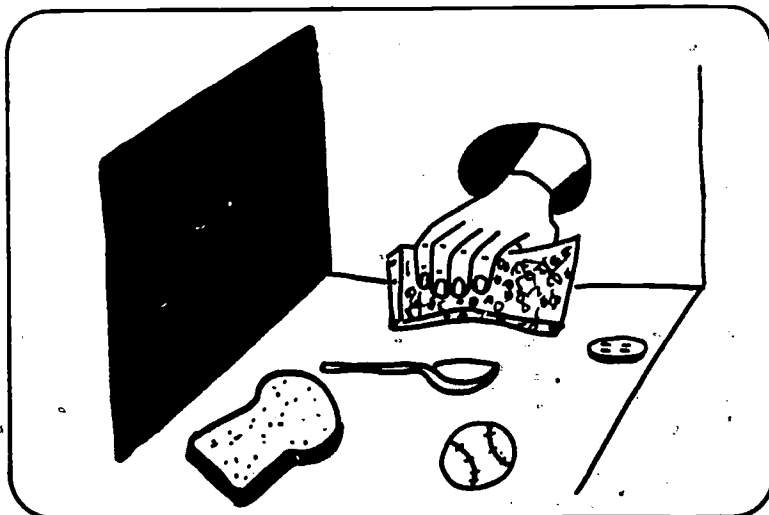
Language Development

Motor Ability

## SKILLS

Vocabulary  
Classification

Fine Motor  
Tactile Discrimination  
Visual Association  
Sensory Awareness



## MATERIALS

- Large box or Baskin Robbins container
- Textured objects (sponge, ball, button, bread, spoon, comb or brush, apple, etc.) Two of each.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student touches objects of various textures.

### DESCRIPTION:

1. Place objects of different textures out on the table.
2. Encourage students to touch objects with hands, feet, arms, etc.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student duplicates teachers action of usage for each object.

#### DESCRIPTION:

1. Take an object out of the box identify the name of object.
2. Demonstrate the use of the object.
3. Assist student to take the object and demonstrate its use.
4. Repeat procedure with new object.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student acts out the use of each object from the Mystery Box.

#### DESCRIPTION:

1. Student takes object out of the Mystery Box.
2. Student guesses, or when appropriate, teacher tells student the name of the object.
3. Student acts out what to do with the object.
4. Student tries to demonstrate new functions of the object.
5. Repeat procedure with new object.

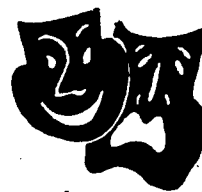
#### EXPANSIONS

1. Substitute musical instruments.
2. Use objects with similar characteristics (all hard, soft, rough, smooth, etc.)
3. Use all functional objects (utensils, grooming tools, etc.).
4. Sing a song for each object with your students.
5. Students can pantomime use of the objects.

#### MODIFICATIONS

1. For students who may have difficulty attending, use one object at a time in the box.
2. For students with fine motor control difficulty, help them to feel the object with feet, arms, etc.

# THE FASHION SHOW



## TARGET AREAS

Socialization

Motor Ability

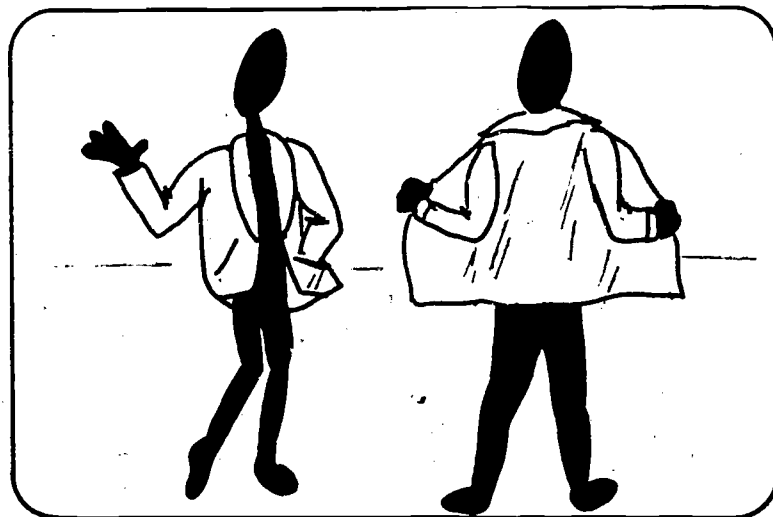
Self-Awareness

## SKILLS

Self Care  
Interpersonal Communication  
Social Acceptance

Fine Motor  
Gross Motor  
Visual Association  
Tactile Association

Sensory Awareness  
Self Identification  
Body Localization



## MATERIALS

- Assortment of jackets with a variety of textures (cotton, wool, corduroy, leather).
- Mirror
- Record player
- Records

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student touches various articles of clothing.

### DESCRIPTION:

1. Gather students in a circle.
2. Encourage student to pick up articles of clothing and experience the variety of textures.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student dresses in a jacket following teacher's demonstration.

#### DESCRIPTION:

1. Gather students together around a collection of jackets.
2. Assist each student in selecting one jacket.
3. Demonstrate how to put on the article of clothing.
  - a. Place one arm in the sleeve.
  - b. Pull jacket around the back.
  - c. Place the other arm in sleeve.
  - d. Straighten the jacket on the body.
4. Assist student with dressing duplicating your steps.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student dresses in a jacket and models it for the class.

#### DESCRIPTION:

1. Display a large mirror in the room.
2. Ask each student to select a jacket.
3. Encourage student to independently put on a jacket.
4. Let each student look in the mirror after they are dressed.
5. Students can then model jackets for each other.
6. As they display the clothing encourage modeling movements by music.

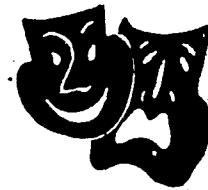
#### EXPANSIONS

1. Use different articles of clothing to develop other fine motor skills, (buttoning, fastening, zipping, etc.).
2. Create different characters through clothing (police, workers, doctors, etc.).
3. Take photographs of the fashion show and display them around the room.
4. Invite parents or another classes to the fashion show.

#### MODIFICATIONS

1. For visually impaired students, pattern them through modeling movements.
2. For non-ambulatory students, encourage other classmates to assist them with dressing or modeling.

# FACE PAINTING



## TARGET AREAS

Language Development

Motor Ability

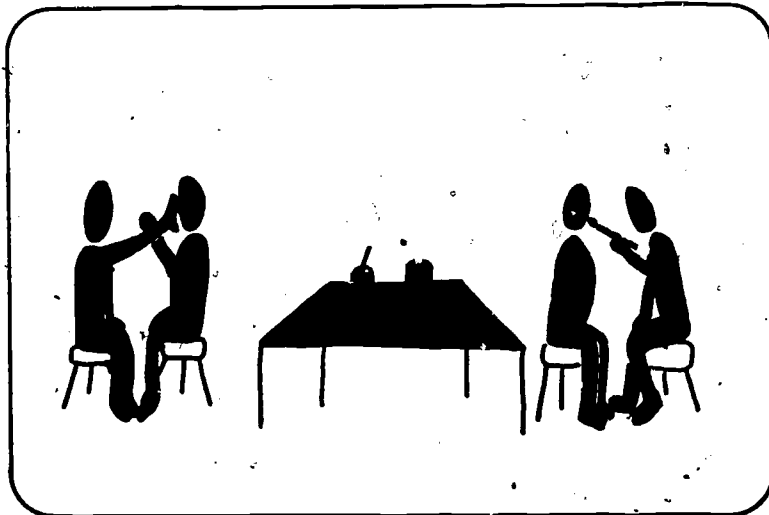
Self-Awareness

## SKILLS

Expressive Language  
Receptive Language  
Vocabulary

Fine Motor  
Visual Discrimination  
Tactile Association

Self Identification  
Body Localization  
Social Acceptance



## MATERIALS

- Face paint.
- Paint brushes.
- Mirror.
- Soap and water for clean-up.
- Large face with painted features hanging in room.

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student acknowledges facial features and attends to stimuli.

### DESCRIPTION:

1. Sit in front of student.
2. Let student examine teacher's facial characteristics by hand.
3. Assist student to examine their own features by manipulating their hands to touch their faces.
4. Paint each student's face.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student paints facial features after reproducing teacher's technique.

#### DESCRIPTION:

1. Have student sit in front of a mirror.
2. Point to your nose, then to student's nose. Move the student's hand to your nose and then the student's nose while saying "This is my nose, this is your nose".
3. Give the student a brush and some face paint. Paint your nose and then have student reproduce your technique of nose painting.
4. Repeat procedure with other features.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student identifies specific facial features.

#### DESCRIPTION:

1. Have student sit in front of a mirror.
2. Ask student to paint specific facial features. Give direction of one feature at a time, (nose, lips, cheeks, etc.)

#### EXPANSIONS

1. Paint different expressions and moods (happy, sad, etc.). Try to encourage students to act out mood.
2. Make clown faces and then have students become clowns.
3. Use activity as a lead-in to a trip to the circus.
4. Use clean up to reinforce washing skills.
5. Allow students to paint each others faces.

#### MODIFICATIONS

1. For students with motor limitations, paint different parts of the body.
2. For visually impaired students, emphasize tactile sense by adding sugar, salt, oatmeal, etc. to the paint.

# HEADS UP



## TARGET AREAS

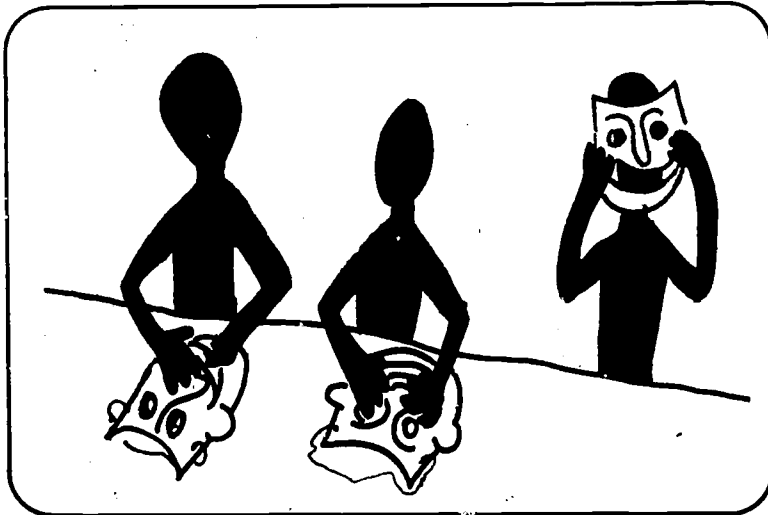
Motor Ability

Self-Awareness

## SKILLS

Tactile Association  
Visual Association  
Visual Discrimination  
Spatial Organization

Facial Awareness  
Identification



## MATERIALS

- Assorted Halloween or teacher-made masks.
- Mirror

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student touches a variety of masks.

### DESCRIPTION:

1. Place a mask in front of each student.
2. Assist student to touch the face, eyes, nose, etc. of each mask as you label the specific feature.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student names facial features duplicating the teacher's action.

#### DESCRIPTION:

1. Touch your nose, then the nose on the mask while labeling the specific feature.
2. Assist the student with touching their own nose, then the nose on the mask.
3. Repeat process with other facial features.
4. Reinforce the location of each feature on the face.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student wears mask and points to specific facial features upon teacher's cue.

#### DESCRIPTION:

1. Place masks on each student.
2. Ask student to point to their nose, eyes, etc.
3. Encourage student to label specific facial features.
4. Have students look in the mirror as they point out features.

#### EXPANSIONS

1. Use a felt board with facial features cut out.
2. Act out different stories using the mask about people, i.e., facial similarities and differences.
3. Create a variety of face puppets.

#### MODIFICATIONS

1. For students who are defensive to touch, substitute clay figures for masks.

# CREATIVE PUPPETS



## TARGET AREAS

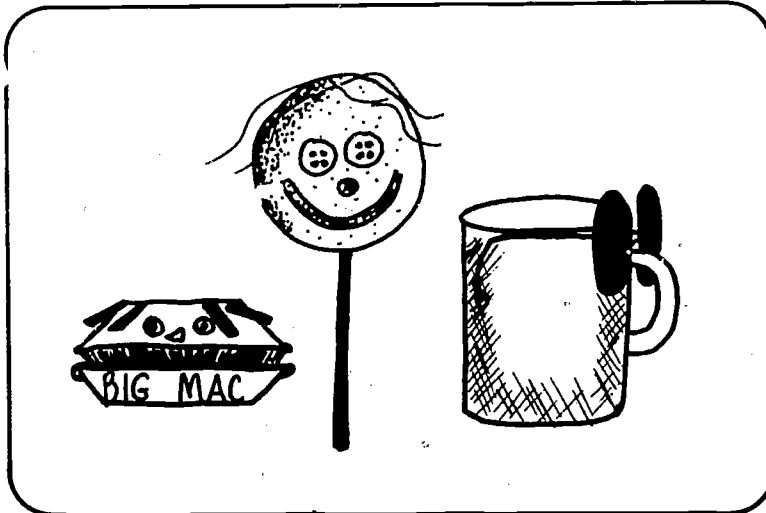
Socialization

Motor Ability

## SKILLS

Interpersonal Communication  
Identification

Fine Motor  
Visual Association  
Visual Tracking  
Tactile Association



## MATERIALS

- Materials to create puppets (Big Mac box, styrofoam box, coffee cup and glasses, doll shoes for fingers).
- Purchased or homemade puppets

## ACTIVITY FOR AWARENESS LEVEL

AIM: Student responds to the presence of a puppet..

### DESCRIPTION:

1. Use any puppet you have created or puppet that has been purchased.
2. Have puppet greet the student.
3. Encourage student to respond to the puppet's greeting through movement, verbally, or emotionally.



#### ACTIVITY FOR IMITATION LEVEL

AIM: Student copies and responds to the puppet's actions.

#### DESCRIPTION:

1. Have the puppet say hello to each student by name.
2. Student responds by greeting the puppet.
3. Point out features of the puppets such as hair, eyes, etc.
4. Student responds by pointing out the specific features.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student demonstrates interactions with their own puppets.

#### DESCRIPTION:

1. Give student one of the puppets.
2. Student grasps the puppet and interacts verbally or through movement with the teacher or other classmates.

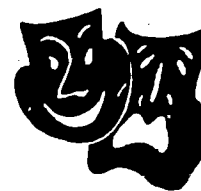
#### EXPANSIONS

1. Students can make their own puppets from assorted classroom and household items (socks, non-toxic magic markers, paint on fingers, etc.).
2. Use a mirror to enhance communication skills.
3. Work with the puppets on a stage and have them perform actions, such as combing hair and brushing teeth.
4. Let the puppets express emotions, such as happy, sad, excited, etc.

#### MODIFICATIONS

1. For students who are visually-impaired, have them feel the movements and different textures of the puppet on their body parts.

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## TARGET AREAS

Self Awareness

Language Development

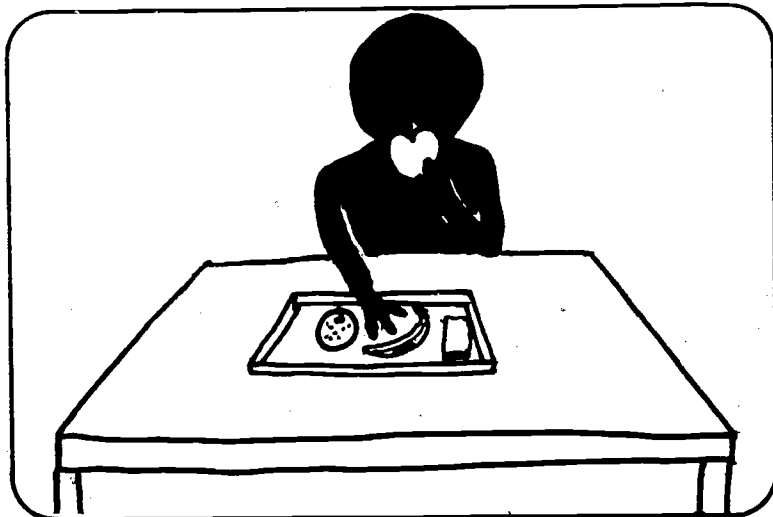
Motor Ability

## SKILLS

Sensory Awareness  
Self Care

Expressive Language  
Receptive Language  
Comprehension

Olfactory Association  
Fine Motor  
Gross Motor  
Tactile Association  
Visual Association



## MATERIALS

- Paper bags
- Apples
- Oranges
- Bananas
- Grapes
- Tray or large napkins
- Soap and water for clean-up

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student touches, smells and tastes a variety of fruits.

### DESCRIPTION:

1. Place a tray or large napkins in front of each student.
2. Give each student one type of fruit.
3. Encourage student to touch, smell and taste the fruit.
4. Repeat with other fruits.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student duplicates teacher's action of eating the fruits.

#### DESCRIPTION:

1. Select one fruit and act out and describe the process of eating it.
  - a. Pretend to peel an orange and separate the segments.
  - b. Pretend to hold and bite an apple.
  - c. Pretend to peel and bite a banana.
  - d. Pretend to pick and eat a grape.
2. Assist student with duplicating your eating actions using each fruit.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student acts out eating a fruit.

#### DESCRIPTION:

1. Place one piece of fruit in a paper bag.
2. Give one bag to each student.
3. Encourage student to act out the eating process for the specific fruit in the bag.
4. Have the other students guess what fruit is being eaten.
5. Continue until all students have acted out the eating of their fruit.
6. Let students eat their fruit.

#### EXPANSIONS

1. Use puppets to act out the eating process.
2. Try acting out other basic living skills (i.e., combing hair, brushing teeth, etc.).
3. Make a fruit salad.
4. Create a face using different fruits.

#### MODIFICATIONS

1. For students with oral motor difficulties, cut the fruit into small pieces and place in the side of the mouth.
2. For students who are allergic to various fruits, select foods that are compatible to their diet.

# A DAY WITH O.J.



## TARGET AREAS

Socialization

Motor Ability

Self Awareness

## SKILLS

Self-Care

Fine Motor

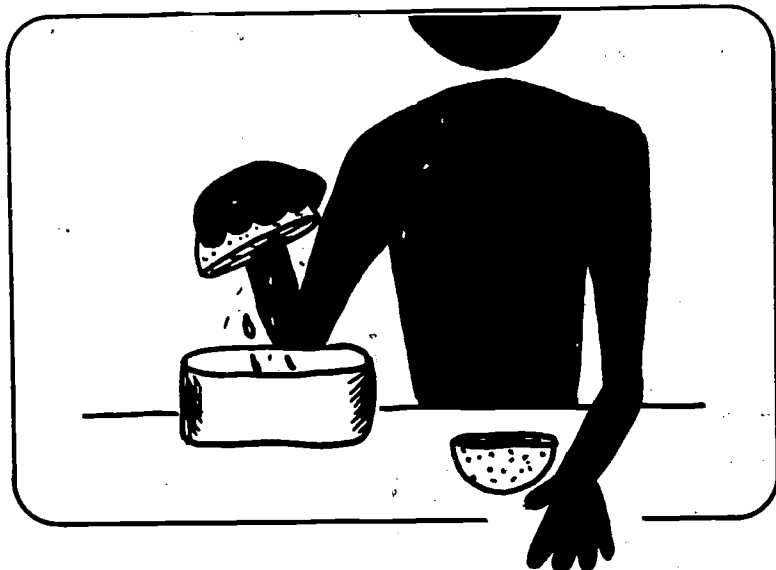
Muscular Strength

Tactile Association

Tactile Discrimination

Olfactory Association

Sensory Awareness



## MATERIALS

- Bag of oranges cut in half
- Plastic or translucent cup so liquid is visible when drinking.
- Large bowls
- Napkins, soap and water for clean-up

## ACTIVITY FOR AWARENESS LEVEL

**AIM:** Student tastes, smells and touches half-cut oranges.

### DESCRIPTION:

1. Give each student half an orange.
2. Student touches the solid texture and liquid of the orange.
3. Student smells and tastes the oranges.

#### ACTIVITY FOR IMITATION LEVEL

AIM: Student holds and squeezes the orange, duplicating the teacher's action.

#### DESCRIPTION:

1. Smell and taste the oranges.
2. Ask student to smell and taste the oranges.
3. Demonstrate the technique of squeezing an orange into a bowl.
4. Student grasps and squeezes oranges, so that liquid flows into bowl. Assist students with limited muscular strength.
5. Pour juice into cups and have each student drink the O.J. Assist when necessary.

#### ACTIVITY FOR SELF INITIATION LEVEL

AIM: Student squeezes and drinks orange juice.

#### DESCRIPTION:

1. With minimal cues, student squeezes oranges to make juice.
2. Encourage students to participate in a group dramatic play by creating a scene of drinking juice at breakfast, a party, a picnic, etc.

#### EXPANSIONS

1. Try with other fruits (grapefruits, lemon) for different taste and smell discrimination. Encourage distinction between sweet and sour.
2. Show differences between solids and liquids with other foods (i.e., melting and drinking orange juice ice cubes).
3. Squeeze orange balls, orange sponges with orange water, etc., to reinforce color recognition and improve muscular strength. (Other colors can be used).

#### MODIFICATIONS

1. For students with poor lip closure, teacher can assist by horizontally placing index finger under lip and middle finger under chin, while placing cup to lips.
2. For visually impaired students, concentrate on sense of taste, touch and smell during activity.
3. For students who are allergic to various food, select products that are compatible to their diet.



TARGET AREAS

SKILLS

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MATERIALS

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ACTIVITY FOR AWARENESS LEVEL

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ACTIVITY FOR IMITATION LEVEL

ACTIVITY FOR SELF INITIATION LEVEL

EXPANSIONS

MODIFICATIONS



TARGET AREAS

SKILLS

MATERIALS

ACTIVITY FOR AWARENESS LEVEL



ACTIVITY FOR IMITATION LEVEL

ACTIVITY FOR SELF INITIATION LEVEL

EXPANSIONS

MODIFICATIONS



TARGET AREAS

SKILLS

MATERIALS

ACTIVITY FOR AWARENESS LEVEL

ACTIVITY FOR IMITATION LEVEL

ACTIVITY FOR SELF INITIATION LEVEL

EXPANSIONS

MODIFICATIONS



TARGET AREAS

SKILLS

MATERIALS

ACTIVITY FOR AWARENESS LEVEL

ACTIVITY FOR IMITATION LEVEL

ACTIVITY FOR SELF INITIATION LEVEL

EXPANSIONS

MODIFICATIONS

## BIBLIOGRAPHY

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