

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:**

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Following a snowstorm, groups of children will be asked to create a modern dance that expresses the movement, emotions, and feeling of a snowstorm.

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

- (1) During the choreography of the snowstorm sequence, the student will respond to "yes" / "no" questions relating her preferences regarding the dance sequence.
- (2) While sitting in her wheel chair, the student will hold and move small props as part of the presentation.
- (3) The student will throw hands full of white confetti toward a strong fan to produce snow for the presentation.
- (4) The student will perform an active role on the snowstorm presentation
- (5) The student will accurately complete the steps/movements in her portion of the snowstorm sequence.

(6)

(7)

(8)

(9)

(10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:**

- (1) The student will independently put on her tights and leotard for the snowstorm presentation. [DOMAIN: personal management // TARGETED SKILLS: critical domestic activity] {COACH: PERSONAL MANAGEMENT #27}
- (2) The student will follow two and three step verbal directions given by peers and adults in preparing for the presentation and during the presentation. [DOMAIN: personal management // TARGETED SKILLS: basic communication skill] {COACH: COMMUNICATION #7}
- (3) The student will accept unexpected changes in routine without crying or biting her hand. [DOMAIN: personal management // TARGETED SKILLS: basic behavior skills] {COACH: SOCIALIZATION #17, #20}

(4)

(5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:**

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

**A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:**

The students will create a video of young children expressing emotions, feeling, and intention through body movement, gestures, vocalizations, and facial expressions. They will presented the video to a preschool class that will be enrolling a preschool child who uses nonverbal, non-symbolic forms of communication and demonstrate the power and effectiveness if nonverbal/non-symbolic forms of communication.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will review the video tapes produced by peers with a small group of peers and make choices as to her preferences of clear representations of emotions, feelings, and intentions.
- (2) The student will use picture communication symbols to identify the emotion, feeling, or intention being expressed by the young child on the video.
- (3) During observation and video-taping by a small group of middle school students in the preschool or daycare classrooms, the student will direct videographer's attention to the motor behavior of a young child that represented a feeling, emotion, or intent.
- (4) The student will appropriately video a preschool student who is engaging in movement behaviors that are representations of feeling, emotions, or intents.
- (5) The student will participate as a member of a small group making editing decisions related to the class video.

(6)

(7)

(8)

(9)

(10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:**

- (1) The student will use a keyboard, mouse, and software to create text slides and/or illustrations that organize the class video. [DOMAIN: personal management // TARGETED SKILLS: basic motor skill, critical vocational activities] {COACH, SOCIALIZATION #18, #19, SCHOOL #62}
- (2) The student will use a keyboard and computer to create the credits portions of the class video. [DOMAIN: personal management, vocational // TARGETED SKILLS: basic motor skill, critical vocational activities] {COACH, SOCIALIZATION #18, #19, SCHOOL #62}
- (3) The student will introduce herself to the adults in the preschool classroom by initiating a social interaction and handing them her I.D. card. [DOMAIN: personal management // TARGETED SKILLS: basic communication skills, basic social skills] {COACH; COMMUNICATION #6, SOCIALIZATION #13}

(4)

(5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:**

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

**A. Sample Instructional Activity for Typical High School Learners that Incorporates this Desired Academic Expectation:**

Students will attend a number of differing dance opportunities or dance performances throughout different cultures and regions of their community. Student will write how the differing forms of dance make them feel as participants and or performers. Students' written responses to the differing dance forms should address emotion, cultural differences, historical differences, differences in regional expectation, and differences in the age of presentors ad the era of the dance form.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will complete a drawing of her perceptions of each dance presentation.
- (2) The student will dictate a review of each dance presentation to a peer.
- (3) The student will answer questions asked by a peer about the emotions, feelings and intents expressed by the various dance performances. The answers to the questions will be in 4 - 6 word sentences.
- (4) The student will participate with the dancers on stage during or after the performance. The student will have the opportunity to experience the motion, the accompaniment, the interaction between, the dancers, and the energy of the performance.
- (5) The student will make a movement presentation of her perceptions of each movement/dance performance.

(6)

(7)

(8)

(9)

(10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:**

- (1) With the assistance of a peer, the student will review the performing arts sections of the newspaper to find performance opportunities in the community. [DOMAIN: personal management // TARGETED SKILLS: basic functional academic skills] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #18, #19; APPLIED ACADEMICS #39, #40, #44}
- (2) The student will dial the telephone, given the number orally by a peer, to contact individuals in the community that can help arrange and schedule dance performances. [DOMAIN: personal management // TARGETED SKILLS: basic functional academic skills] {COACH: COMMUNICATION #7, #39}
- (3) The student will, with the assistance of a peer, move her wheel chair in the community and within the performance venues. DOMAIN: personal management // TARGETED SKILLS: [critical community activity] {COACH: #67}

(4)

(5)

**MORE IDEAS AND EXAMPLES:**

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

**General Demonstrators of this Academic Expectation which May Appropriate for students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities or Projects:**

The student will:

- (1) Use a series of body motions and/or facial expressions to express joy, exuberance, enthusiasm.
- (2) Use a series of body motions and/or facial expressions to express refusal or rejection of an individual or activity.
- (3) Act out/pantomime an activity in which he participated in another classroom, or setting on or off the school campus.
- (4) Make a request for a certain activity or item using gestures/pantomime.
- (5) Move her body appropriately upon a verbal request for a specific movement by a peer or adult.
- (6) Move her body appropriately given a verbal request and model of the movement by a peer or adult.
- (7) Stand "behind" a peer given verbal request by a peer or adult.
- (8) Role from prone to supine in response to the verbal request of a peer to "roll over."
- (9) Repeat a three-step sequence of movements, given a model by a peer.
- (10) Verbally define the emotion being expressed by a peer, using body motions, gestures, and facial expressions to convey an emotion.
- (11) Point to the appropriate picture communication symbol, black and white line drawing, that represents the emotion being expressed by actors in a video prepared by peers.
- (12) Participate in the choreography and presentation of a dance performance that represents being left out by or segregated from peers.
- (13) Make a presentation, using body movements, gestures, and facial expressions of what it would feel like to swim in the ocean.
- (14) Observe presentations of a variety of dance forms and expressions (e.g., ballet, folk, modern, jazz, ethnic, and popular) in a variety of settings throughout the community.
- (15) Participate on the stage with dancers in experiencing rhythmic ethnic dance forms.
- (16)
- (17)

**If You Are Using COACH-2,\* The following COACH Activities Might Fall within this Academics Expectation:**

COMMUNICATION: #3, Make requests; #5, Expresses rejection/refusal, #7 Follows instructions; #11 Sustains communication with others; #24 Advocates for self.

SOCIALIZATION: #13 Responds to the presence and interactions of others.

LEISURE/RECREATION: #40, Engages in active leisure with others.

SELECTED ACADEMICS: #41, Reacts to objects, activities, and/or interactions by displaying some observable change in behavior #44, Differentiates/discriminates between various things.

SCHOOL: #65 Participates in small groups; #66, Participates in large groups.

\* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1993). Choosing options and accommodations for children: A guide to planning inclusive education. Paul H. Brookes: Baltimore.