

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

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

Academic Expectation 1.4: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.

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

Create a video to teach young children what people sound and look like when they are angry, happy, excited, scared, frightened, and sad. Present scenes with video only, audio and video, and audio only. Present the video to a preschool class and record and analyze their responses.

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

- (1) The student will role play different emotions for the video.
- (2) The student will identify the emotion by pointing to the appropriate communication picture symbol after listening to the audio representation of each emotion.
- (3) The student will verbally describe the sound of each emotion presented on the video.
- (4) After listening to the audio representation of an emotion the student will draw a picture representing what she heard.
- (5) The student will express anger/frustration through gesture, body motion, facial expression, and/or vocalization.
- (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 operate the tape recorder to play various audio representations of emotions. TARGETED AREA: motor skills, critical recreation/leisure activity] { COACH: LEISURE/RECREATION , #37; SELECTED ACADEMICS #46}
- (2) The student will point to the communication picture symbols for the emotions, when the teacher states a direct mand (e.g., "Point to angry.") TARGETED SKILL: communication motor skills] {COACH: COMMUNICATION #2, #7; SELECTED ACADEMICS #47}
- (3) The student will recite lines clearly and accurately in the role of announcer in the video. TARGETED SKILL: communication skills, functional academic skills] {COACH: COMMUNICATION #8, #11}
- (4)
- (5)

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

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

Academic Expectation 1.4: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.

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

Create a audio/video presentation of sounds of danger in the home, school and community which includes strategies for safe behavior in the presence of that sound. The video will include sections of only audio followed by audio/visual scenes that show safe behavior when the sound of danger occurs. Students will show the video to primary students and discuss the responses of the primary students.

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

- (1) The student will suggest different sounds of danger in the home, school, or community that she feels should appear in the video.
- (2) Upon hearing the danger sound, the student will identify the sound and state what action should be take in the dangerous situation.
- (3) Upon hearing the danger sound the student will draw a picture of the situation depicted by the sound.
- (4) The student will choose appropriate communication picture symbols to include in the video.
- (5) The student will respond appropriately to the school fire alarm, line up appropriately and walk out of the school building with her classmates.
- (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 write a short narrative describing what to do when one hears glass shatter TARGETED SKILL: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #49, #50}
- (2) The student will demonstrate how to call 911 to report an emergency TARGETED SKILLS: communication skills, critical domestic activity] {COACH: #7, #11}
- (3) The student will listen to sustained loud noises without crying and becoming excessively emotional. / TARGETED SKILLS: behavior skill] {COACH: PERSONAL MANAGEMENT #33; SELECTED ACADEMICS # 41, #44}
- (4)
- (5)

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

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

Academic Expectation 1.4: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.

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

Review a number of television automobile advertisement and analyze and describe the impact of the audio content. View the ad with audio only, with audio and visual content, and with visual only. Write and analysis of the auditory stimuli as advertising/persuasive tool (e.g. verbal content, music, pitch, volume, tone of voice, gender of the voice. What is the power of auditory stimuli in sales promotion?

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

- (1) The student will state what he heard in the TV advertisement.
- (2) After listening to a number of car ads, the student will write the text for an advertisement for her favorite car.
- (3) The student will listen for the music and describe it verbally.
- (4) The student will listen for the voice of the announcer and state and answer a series of questions about the voice of the speaker ( e.g., male or female? loud or soft? happy or sad? yelling, talking, or whispering?).
- (5) The student will choose between three pictures , on of which is a picture of a car, to answer the mand "Tell me what you heard and saw?"
- (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 operate the VCR to record three ads with a peer in the peer's home, eation/leisure // TARGETED SKILLS: social skills, behavior skills, motor skills, critical recreation/leisure activity} {COACH: SELECTED ACADEMICS #44, #45, #46}
- (2) The student will greet the peers parents appropriately and sustain a short conversation with the peers parents or siblings. [TARGETED SKILLS: social skills, communication skills] {COACH: COMMUNICATION #6, #8, #9; SOCIALIZATION #13, #14, #15}
- (3) The student will tell his classmate how the videos were recorded TARGETED SKILLS: communication skill] {COACH: COMMUNICATION #8,}
- (4)
- (5)

**MORE IDEAS AND EXAMPLES:**

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

Academic Expectation 1.4: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.

**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) Attend to a concert of classical music presented in the school auditorium.
- (2) Maintain an active behavior state in response to a group of Bluegrass Musicians playing a variety of song in the classroom.
- (3) Follow one step directions.
- (4) Describe the sounds in the park to a deaf individual.
- (5) Listen to a song and then relate the message verbally.
- (6) Listen to a folk song performed live and draw/paint her impressions of the performance
- (7) Create an checklist/evaluation tool to document the effectiveness of another student persuasive presentation.
- (8) Listen to persuasive presentations by peers and complete a evaluation of their effectiveness
- (9) Watch a TV commercial for a new toy and complete a fill in the blank questionnaire about the advertisement.
- (10) Respond verbally to three different readers' interpretations of the Address of Abraham Lincoln.
- (11) Listen and identify five birdcalls common to your area presented on the National Audubon Society Interactive CD-ROM Guide to North American Birds.
- (12) Listen to a fairy tale told by an experienced storyteller and draw/paint personal impressions of the story.
- (13) Make a nonverbal/nonsymbolic communicative gesture/sign to indicate a desire for music to be continued.
- (14)
- (15)
- (16)
- (17)

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

COMMUNICATION: #7, Follows instructions; #8, Sustains communication with others; #12, Questions of others.

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

PERSONAL MANAGEMENT: #33, Responds to emergency alarm.

LEISURE/RECREATION: #37, Engages in individual passive leisure activities; #39, Engages in passive leisure activities with others.

\* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education, 2<sup>nd</sup> Edition. Paul H. Brookes: Baltimore.