



Professional

Sample Activities



Beamz Professional Sample Activities

Index

Section 1 — Activities for All Settings

The activities in this section are made for general use with individuals across all ages and abilities. You'll find exercises that target physical, cognitive, communicative, social-emotional and sensory skills. Further, all activities can be adapted to accommodate most physical abilities—use keyboards, touch surfaces, switches, mouse alternatives and eye gaze technologies!

Author: Mary Jo Barry

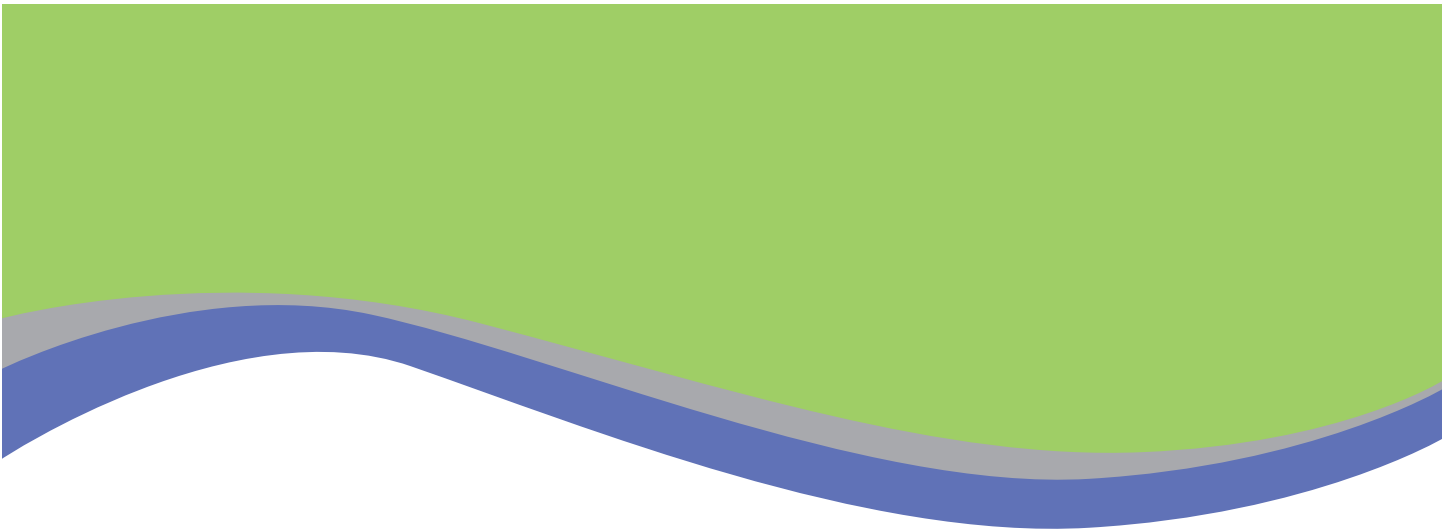
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Section 2 — Lesson Plans for Life Skills Classrooms

The samples in this section are excerpts from Beamz' Lesson Plans for Life Skills Classrooms curriculum. They were created for teachers and professionals serving the widest variety of students with disabilities in Life Skills instructional settings. All of the activities can be adapted to include physical accessibility accommodations, as well as varying cognitive abilities. The full Life Skills curriculum contains 10 Lesson Plans that span the course of several weeks or months depending on frequency and can be purchased online at www.thebeamz.com/lesson-plans-life-skills.

Authors: Mary Jo Barry, Teresa King

Pattern Detector *Reproducible 	pg. 17
A Book About Me *Reproducible 	pg. 21



Section 3 — Lekotek’s Home and Family Games

Authors: The National Lekotek Center

The National Lekotek Center is a leading authority on toys and inclusive play for children with special needs. Lekotek believes that play is a critical way in which kids learn, develop and reach milestones. The team at The National Lekotek Center have created 10 engaging games that target the development of a wide range of skills. The full Lekotek Home and Family Play Guide comes with the Beamz Home Edition and can be purchased separately at www.thebeamz.com/lekotek.

Hear-N-Seek _____ pg. 31
Story Tellers _____ pg. 32

Section 4 — Beamz Therapy Guide

Authors: Aurora Crew, Rhonda Nelson

The sample protocols in this section are adaptations from the Beamz Therapy Guide. The protocols created for this guide were made for therapists’ use with broad client populations from pediatrics to geriatrics to accomplish a wide range of cognitive, physical and social/emotional goals. The guide features 15 protocols with measurement tools, downloadable forms and supporting online resources plus 30 additional Beamz interactive songs paired for use with the protocols. For more information about this guide, visit www.thebeamz.com/btg-overview.

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Hand Choreography _____ pg. 36
Tune Trivia _____ pg. 39

Section 1

Activities for All Settings





Rhythm Time

Beamz Professional Sample Activity

Objective: Demonstrate syncopated rhythm patterns in 4/4 time through several types of motor and movement interactions with music.

Participants Required: One-on-one, group.

Song Recommendation: My Goody Two-Shoes Brother-Jam (Kids), Beyond The Sea-Jam (Adults and Seniors).

Materials: Percussion instruments for group settings, i.e. maracas, tambourines, sand blocks, tom toms, etc.

Instruction and Guided Practice:

1. Instructor assigns participant(s) Beamz instruments, hand percussion instruments or adaptive devices to participate.
2. Instructor initiates the rhythm track for the song chosen and models clapping four beats to the measure. Once the participant(s) are clapping, using instruments or adaptive devices in time, the instructor moves to counting out the beats.
3. Instructor begins the song again, or another song with 4/4 time, and directs the participant(s) to begin on their own. Instructor waits for participant(s) to get in sync or provides guided support by joining in to regulate. Instructor demonstrates different techniques for engaging the laser beams (moving a finger, bending the wrist and moving their hand back and forth, on the floor bending the knee to swing a foot through the beams, etc.)
***Note — the Beamz Laser Controller can be strategically placed (up high or down low) to achieve various therapy outcomes.*
4. Instructor changes instrument assignments and appoints different conductors if leading a group— participant(s) explore other songs to investigate whether the songs are written in 4/4 time, and if not, learn new time signatures.

Pick, Sort, Read and Reveal

Beamz Professional Sample Activity

Objective: Visually recognize 12 instruments, understand their categories, identify the written names of the instruments and recognize the sounds of each individual instrument.

Participants Required: Group.

Song Recommendation: Beamz Suite, Bluegrass Song, Honky Tonk Hoedown.

Materials: Beamz Flashcards (included).

Preparation: Print the flashcards two-sided and then laminate. Display the category flashcards (String, Brass, Woodwind and Percussion), i.e. pocket chart, chalk or whiteboard, wall with mounting putty or table top. Create a customized playlist that contains the recommended songs for this activity plus a few more you've discovered in your Master Playlist. Create a customized playlists by pressing the Playlist Button/Manage Playlist/New, or by selecting the Settings Button/Manage Playlist/New on the Player Software interface.

Instruction and Guided Practice:

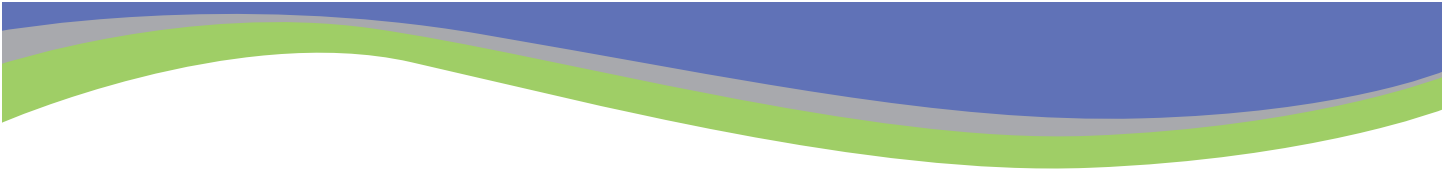
Activity 1: Pick and Sort — Introduce the sound of each instrument by playing it in one of the songs in your playlist, then say the name, hold up the images, show the word on the back and set it down. Repeat until you've introduced all of the cards. Next, pass out or let participant(s) pick allotted number of instrument flashcards. Begin playing one of the recommended songs (or other songs you've identified to contain the instruments used in this activity). Instruct the participant who was given ownership of that card to hold it up, show it to the group, say its name showing the word on the back and then...have the participant place the card in the category they think it fits best. Ask the group if they agree? Repeat until each card is categorized. After all of the cards have been identified and categorized, define and discuss the categories in more detail. Revisit each instruments and ask the group if it needs to be moved to another category.

Brass - an instrument whose tone is produced by vibration of the lips as the player blows into a tubular resonator (trumpet, trombone, tuba, bugle, etc.).

Woodwind - an instrument in which sound is produced by blowing against an edge or by a vibrating with air a thin piece of wood known as a reed (saxophone, clarinet and flute).

Percussion - an instrument that is sounded by being struck or scraped (drums, cymbals, triangle, piano).

Strings - an instrument that produces sound from vibrating strings (guitars, violins, cello, bass, piano).



Activity 1: Extension - if a lively discussion ensues while categorizing the instruments, do some extra research. Surf the Internet for additional pictures first, then look up the instrument for more detailed information. Suggested debate topics—where do flutes, pianos and organs go?

Activity 2: Listen and Reveal - Instruct participants to close their eyes, (or turn off your computer's display/projection feature) play various instruments from the activity in different song contexts, take turns asking participants to reveal the name of the instrument, let the group have a rebuttal, then confirm the accuracy. Extend this exercise out to unfamiliar songs and instruments asking them to guess the category first, and then guess the instrument. Facilitate conversation and interaction between participants.

Organ

Clarinet

Cello

Trumpet

Flute

Cymbals

Saxophone

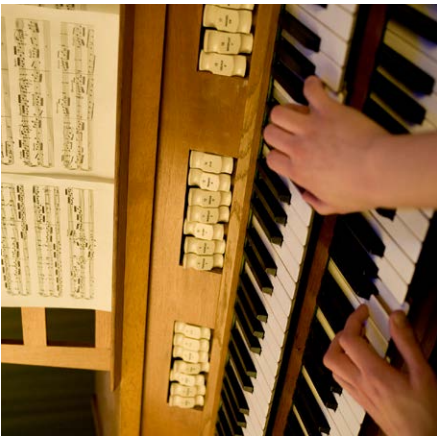
Violin

**Double
Bass Guitar**

**French
Horn**

Drum

Piano



Tambourine

Bassoon

Guitar

Triangle

Trombone

Viola

Tuba

Oboe



Motor Therapy

Beamz Professional Sample Activity

Objective: Improve or develop fine motor skills by introducing different finger and hand movements to achieve different sounds using the Beamz Laser Controller.

Participants Required: One-on-one.

Song Recommendation: Participant's Choice.

Instruction and Guided Practice:

1. The instructor demonstrates how each instrument can be played by passing one finger, several fingers (like playing a piano scale) or by holding a hand continuously (thumb up like a suspended karate chop) through each of the four laser beams on the Beamz Laser Controller to produce variations in sound patterns for each instrument. The Instructor also demonstrates how to "Swap" to the next the page to get additional instruments choices (there three pages total and four instruments to a page).
2. The instructor models each of the following movements before having the participant try the finger and hand movements demonstrated:
 - a. Move one finger slowly up and down in each of the four laser beams—pretend that each of the lasers is a string, and you're plucking it.
 - b. Wave the index and middle fingers alternately through the laser beam—one and then the other like you're imitating "walking" with your fingers.
 - c. Wave the whole hand up and down through the beams bending at the finger joints or wrist—imitating a goodbye wave.
 - d. Experiment further by alternately "karate chopping" only the top laser beam on both left and right sides.
 - e. Direct participant to press the Swap Button to get new pages of instrument sounds.

***Therapy Strategy — Beamz can be placed up high for reaching and crossing midline exercises, or on the floor for foot movement.*

3. Participants are encouraged to apply several techniques from the above activity to create their own unique song arrangement.
4. Once the participants feel confident, record the performance as a take away. Recorded songs are sent to your Music folder in an MP3 format. Participants can share their songs with friends and family and can also post them to the internet! To Record, press the Record Button on either the Laser Controller or the interface of the Beamz Player Software, press it again to end the recording.



Mirror, Mirror

Beamz Professional Sample Activity

Objective: Provide opportunities for exercise and movement—that are fun!

Participants Required: Group.

Song Recommendation: Participant(s) Choice. ***Note — upbeat songs are the best choices*

Instruction and Guided Practice:

1. The instructor selects two participants to lead the activity.
2. The first participant walks to the computer/device and selects the song he will play from the Master Playlist (if making choices are an issue, prepare a customized playlist to limit or control the selection). He presses the rhythm button and initiates the background track of the song. He enhances the beat with rhythmic finger and hand motions across the laser beams.
3. The second participant stands in front of the group. When the music begins, he performs amusing, creative exercise and dance moves that the other participants have to imitate.
4. The instructor schedules and implements additional exercise and recreation sessions throughout the day.
5. With each additional session, two other participants are given the opportunity to assume the group leadership roles of working the Beamz Laser Controller and choosing actions related to the music.

***School Strategy — Studies have shown that children who, (periodically throughout the day) ran or exercised for 15 minutes, cut hyperactivity and disruptive behaviors by half within the classroom. Also, the soothing, calming effects of the exercise usually lasted for two to four hours after the physical activity was completed. It has been shown that exercise affects many sites within the nervous system and sets off pleasure chemicals such as serotonin and dopamine that make the child feel calm, happy and euphoric.*

Incent and Reward

Beamz Professional Sample Activity

Objective: To incent productivity by regularly scheduling 10-minute periods of reward activity after a task or milestone has been completed or achieved.

Participants Required: Individuals. ***Note — this activity is best with children, adolescents or adults with intellectual disabilities who respond to setting up a reward system that is linked to accomplishing tasks and productivity.*

***Productivity Management Strategy — Breaking tasks, assignments and chores into manageable chunks, setting expectations with concrete outcomes and rewarding those incremental achievements, is a proven method for obtaining ongoing productivity with children and adults of all ages with moderate disabilities.*

Song Recommendation: Participant's Choice.

Instruction and Guided Practice:

1. The setting is outfitted with devices compatible with Beamz, i.e. computers, tablets, iPads, Androids, etc. Each device is used with headphones.
2. The first time Beamz is used, the instructor demonstrates how each instrument can be played on a device with a touch screen (participant will be using only the software in this case), or by passing one finger, several fingers (like playing a piano scale) or by holding a hand continuously through each of the four laser beams on the Beamz controller. Then instructor demonstrates how to Swap to the next the page to get more instruments choices (there are three pages, each page contains four instruments).

The instructor demonstrates how to navigate to the Playlist to select a song and then how to play the background track of that song by selecting the Rhythm Button in the Beamz Player Software interface or on the Beamz Laser Controller. ***Note — too many choices can be overwhelming, so if you know your participant enjoys a specific genre of music you can set up a customized playlist of songs prior to the activity). Create a customized playlists by pressing the Playlist Button/Manage Playlist/New, or by selecting the Settings Button/Manage Playlist/New on the Player Software interface.*

3. The instructor implements additional sessions throughout the day—as participants meet reward criteria, or as needed when participants begin to display inattentiveness or distraction.
***Note — for individuals with Autism, regularly schedule Beamz as part of their sensory diet.*
4. Once participants become confident, assist or teach them to record their own unique performance of a song as their take away. Recorded songs are sent to your Music folder in MP3 format. Students can share their songs with friends and family, can post them to social media, or keep in their music device to listen to later.

Assessment: Teachers visually display reward framework, having students actively participate in their own progress monitoring by: adding stickers to a board, checking off completed tasks, etc.

Response to Classical Music Through Art

Beamz Professional Sample Activity

Objective: To introduce or revisit classical music for the purpose of integrating it into arts expression.

***Note — studies reveal improvement in spatial-temporal reasoning and memory as a result of listening to classical music.*

Participants Required: One on one, group.

Song Recommendation: Beamz Suite, Chamber Concerto, Classique.

Materials: Art Supplies — whiteboard/chalkboard/easel paper, art paper, canvas, painting supplies, markers, pencils, crayons and charcoal.

Preparation: Assemble the included flashcards (print, cut, laminate), additional flashcards needed for the activity can be found in the activity titled, “Pick, Sort, Read and Reveal”.

Instruction and Guided Practice:

1. Introduce the sound of each instrument by playing it in one of the songs in your Classical Genre playlist (without the Rhythm Track turned on), then say the name, hold up the images, show the word on the back and set it down. After you introduce and play each instrument, ask participants to help you make a list of descriptive words (adjectives/adverbs) or phrases for each instrument—write them on the board or easel paper. Repeat until you’ve introduced all of the cards.
2. Participants choose the mediums and supplies they would like to use for the art portion of the activity. They are then instructed to create something in response to the instructor’s playing of a classical piece.
3. The instructor chooses and begins the Rhythm Track of the song that will be used for the art exercise and plays instruments within each of the three pages. As she plays each instrument, she says the words the group generated earlier that correspond with each instrument. The song should be played through a few times so that participants can “feel” the music as they express themselves through art.
4. When everyone is finished, each participant is invited to share their piece and explain their artistic reaction to the words and music.
5. At the close of the activity, a variety of topics can be discussed:
 - a. What other types of art mediums would you like to have used to do this activity?
 - b. Does this song or the instruments bring forth any memories of someone or someplace you’ve visited in your past?

Section 2

Lesson Plans for Life Skills Classrooms



Pattern Detector

Lesson Plans for Life Skills Classroom

Objective: Use music to teach numeric patterns—skipping numbers, identifying odds and evens, counting by twos, counting by fives, and counting by tens.

Standards: Numeric patterns, relationships, and algebraic thinking. The student uses patterns to make predictions.

Song Recommendation: Rock Drum Sampler or Class's Choice.

Materials: Large flash cards with numbers 1-100 and the words "Odd and Even", a large number chart, paper number charts 1-100, highlighters, metal brads and paper clocks.

Tips:

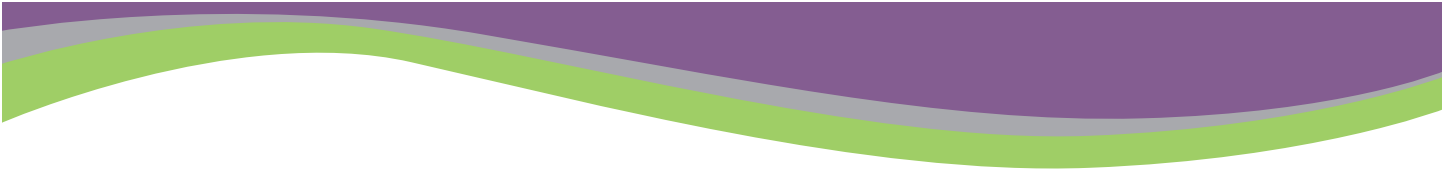
- Make sure your flashcards and number chart are large enough for students to see clearly.
- If you have a specific song or set of instruments you prefer to use for this activity you can do that! Go to the playlist and select your song of choice. You can even customize your instrument line-up by selecting the Custom button on the Player Software interface and arranging the instruments however you want on each page (remember you get three pages of instruments with four instruments on each page).
- Use an interactive whiteboard when available—you can have students participating using the laser controller and the whiteboard at the same time. Alternately, you can use electronic flashcards and number chart on the board.
- Allow students to hold up the flashcards. If you have students who can speak clearly and have good motor skills they can be in charge of the flashcards during Independent Practice.
- Assess ability levels throughout each activity by monitoring participation. Adjust your instruction up or down by moving to more simple or complex patterns/activities.
- Counting by 5's can prepare students for telling time on an analog clock.
- Have students observe their highlighted paper number charts after each exercise to see if they notice a graphical pattern.

Preparation:

1. Select your song from the playlist and have it queued up on the screen.
2. Have your flashcards and number chart or your interactive whiteboard ready.
3. Label the left arm of the Beamz Laser Controller (or the left arm of the Beamz software you're projecting on the interactive white board) ODD, label the right side EVEN.
4. Make sure each student has a highlighter and a copy of the number chart.

Instruction and Guided Practice:

Activity 1: Counting to 100 / Odd and Even - Prepare the students for the activity by having them count with you to 100 while you demonstrate playing the Beamz. Begin by just using the top two beams. Break the left side beam while saying 1, break the right side beam while saying 2. Continue playing the left and right lasers until you reach 100, intermittently say the words "odd and even" as they continue counting.



***Instructional Strategy — Convey the connection, the left and right arms of the Beamz represent odd and even (get them to associate odd and even with instrument sounds) and then build on that concept until they understand that numbers are also odd and even. If counting to 100 is out of reach, start smaller and work your way up. Regardless of how high you count, you may have to do this a few times for students to understand the correlation.*

Activity 2: Counting by 2's, odd and even - Using the left side beams for odd and right side beams for even, take turns modeling counting by two's on each side. Left side: 1,3,5,7,9...Right side: 2,4,6,8,10...Ask students if they see a connection between the numbers you say, the Beamz instruments you play and the concept of odds and evens. Repeat having students shout out the numbers as you play each side or having them highlight the numbers on their paper number chart as you say them.

Activity 3: Counting by 5's - Swap your instrument line-up to page 2. Introduce new sounds that students can use to associate with counting by 5's. Model going "around the beams" while saying the numbers (top left-5, top right 10, bottom left-15, bottom right-20)...and so on. After some practice, have students highlight the numbers as you say them.

Activity 4: Counting by 10's - Swap your instrument line-up to page 3. Again, introduce new sounds that students can associate with count in 10's. Model going "around the beams" while saying the numbers. Have students highlight the numbers on their paper number chart as you say them. After some practice, while playing and saying the numbers, stop intermittently and ask students to predict which numbers come next.

Independent Practice and Extension Activities:

Activity 1: Assign one student at a time to each side of the laser arms on the laser controller or whiteboard (odd and even). Instruct them to only play their beams when you hold up a corresponding number (an odd number is held up, the left side is played, an even number, the right side) ask the class if this is correct, then confirm out loud whether the number card is odd or even (i.e., "Yes, three is odd." Have the numbers in order at first then switch them around to test their knowledge).

Activity 2: Hand out flash cards (if you have 10 kids, hand out 1-10 and so on). Have kids physically get in odd and even groups (let them figure it out). Then, have them count off in their groups (1, 3, 5,...and 2, 4, 6...) until both groups have a turn. Finally, have all the kids (independently) assemble in a line in numerical order, when finished have them each shout out their number in order.

Activity 3: Assemble your paper clocks. Once assembled play the beamz and have them point to each increment of 5 on their clocks with their minute hands. Gradually increase the difficulty by calling out the increment of 5's randomly. Now add the hour hands!

Activity 4: Abandon your paper number charts and count in tens as high as you can go—100's? 1000's?

Activity 5: Break up the lessons with free play! (see some of the other activities for recreation and movement activities!)

Differentiated Instruction:

Level A: Student independently counts and plays the Beamz.

Level B: Student plays the Beamz or counts - not both at the same time.

Level C: Student acknowledges there is counting and music playing at the same time.



Pre and Post Test

		3	4		6		8	9	
11		13		15	16		18		20
21	22			25	26			29	30
		33	34			37		39	
41		43		45		47		49	50
	52		54		56		58		
61				65	66		68	69	
71	72			75		77			80
	82		84			87		89	
91		93			96		98		100



Number Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A Book About Me

Lesson Plans for Life Skills Classrooms

Objective: Students will write clearly and coherently while creating a book about themselves. They will give a verbal presentation using clear precise language and motor skills.

Standards: Students understand the function of, and use, the conventions of academic language when speaking and writing. Students research information from a variety of resources. Students make personal choices that express their likes and dislikes.

Song Recommendation: Each student chooses several songs that correspond with lesson parts and express, represent or convey their perceptions and personal preferences.

Materials: Completed word banks, other word and picture resources, the All About Me book pages, markers, pens, pencils, glue sticks, scissors, magazines, computer for internet searches. One pipe cleaner per student and a single whole puncher.

Tips:

- Determine first whether this will be a paper and pencil project or a digital project for your students (students with mobility limitations will obviously use digital resources). Pull together resources based on the medium students will be using to complete the lesson.
- There are a lot of steps to this activity so be prepared to spend time on this project and stretch it out over a few or more weeks. (You may need to break these steps down so that each step is given one at a time and implemented one at a time and completed before anyone moves on to the next step).
- Model each step of the book during the respective activities by creating your own book as an example. Demonstrate (out loud) the meta-cognitive steps you use in making the various choices that need to be made throughout the book, (i.e. "Favorite book, hmmm, well I liked reading Lemony Snicket a lot but I also like The Hunger Games"), or how to pre-plan what you want to find out or look for before doing research, etc.
- Teachers may want to have suggested Beamz songs ready for their class to choose from depending on the region they live in and the interests of their students. This cuts down on choices which can be overwhelming to students who struggle with too many choices.
- Scale the activity based on student ability (i.e. Encourage students who are writers to write or type their own words in the blanks rather than cutting and pasting or utilizing the electronic word bank.
- Help the students create a bright, colorful book about themselves by using colored utensils—pencils, markers or colored printers and paper (if available).
- Supervise students' song recordings.
- Suggested time on this activity is 4-6 weeks 3 class periods a week, depending on the class schedule.

Preparation:

1. Compile a list of books and their authors you have read in the class (for discussion).
2. Prepare a word bank (digital or paper) using words that match your state and the popular trends and music in your area.
3. Have various resource stations so that students can all be working but on different tasks (i.e., one magazine and picture-printing station, one word bank and research station, one Beamz station and so on...).
4. Encourage collaboration.
5. Prepare a Beamz playlist for each student but leave it empty so each student can build their own song list to match their book.
6. Conference with each child briefly throughout the allotted activity time to monitor progress and keep them on track.

Instruction and Guided Practice:

Activity 1: Build Background Knowledge - Begin class with a discussion about books you have read in class. Ask the students what they liked most about the books and what things were most memorable about the books. Then turn the discussion toward the authors of those books. Ask the students if they remember the author's names and which books they wrote. After you have a short discussion ask them if they have been the author of a book. Then ask them how long they thought it might take to write a book.

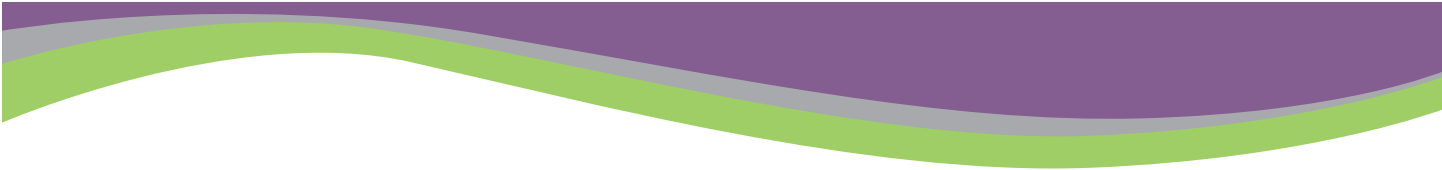
Introduce the project/activity "A Book About Me" by letting them know they will be authors of their own book. Let them know this is going to be an ongoing project for the pre-determined time you have set for your students. Give them a date on the calendar and stick to it.

First, begin by explaining the book is about them. There are 5 pages in the book and each page has its own category. With every category there are 5 sentences they will use to tell the reader/audience about themselves. Since the sentences are fill-in-the-blank explain how they will fill-in-the-blank either by writing their answers from suggested words in the Word Bank you've created or cutting and pasting words from a printed copy.

Second, explain the research portion of the activity. They will need to find 3-4 pictures for each category so their audience will have a visual to go with their sentences. Explain what resources will be used to accomplish this task (computer, magazines, etc.).

Third, explain each page has a similar question asking them to choose a song from the Beamz playlist that best describes that category about themselves. Let them know they will be using Beamz to choose their songs after they have finished the writing and research portion of each page. Then explain to them they will each have their own playlist and the teacher or helper will work with each of them individually to make their playlist.

Fourth, explain that they will give a presentation in front of the class when they are finished with their book. They will use the book as a visual and Beamz to demonstrate each page/category of their book. They will read



their book to the audience, show their pictures and perform their songs. Teacher assistance with book holding or accommodations will be provided as needed with each student.

Revisit each of these areas again, one-at-a-time just prior to them beginning the task.

Activity 2: Who I Am - Although you can arrange the pages of your book in any order once it's complete, the Leisure Activity is a great place to start because it is all about them and what they like. The choice-making will be easier and it will kick the project off to a fun start. Introduce the first page of the book and describe the category. Then read each sentence aloud making sure that students recognize there is a blank in each sentence. Then refer to your word bank and fill in the first blank using the word that best describes you. Then have the students find the word that best describes them and have them write, type or cut and paste it into the blank. Move on to the second sentence and do the same thing. Go through the whole first page together filling in the blanks. Leave the fifth sentence undone until you have completed Activity 3.

Activity 3: Selecting Songs and Recording Performances - Demonstrate using the Beamz. Concentrate on the following aspects:

1. Compare the Laser Controller to the Player Software interface. Help them understand that what they see and do on the computer screen or whiteboard is the same as what they can see and do when using the Laser Controller.
2. Introduce the Swap Button (this switches the instrument line-up by changing pages), the Rhythm Button (this starts and ends the background track of the song) and the Playlist Button (use the Playlist button on the software interface to demonstrate this, as the one on the hardware only moves forward and backward through whatever playlist you're working in).
3. Once students are comfortable using Beamz and they've selected the song for the respective section they're working on, teach them how to Record, this feature records students' own personal performance and saves it as an mP3. Students will have a personalized version for each of the songs they choose to use on each page of their project—their own personal playlist that you can .zip and send to them at home so that they can place it on the music device of their choice to replay, post to social media, etc. Kids LOVE this!

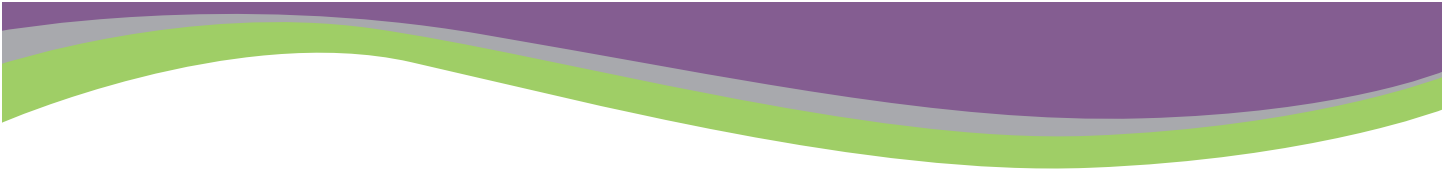
Activity 4: Picture It - Have students translate their sentences from each page to images. Teach them how to tell a visual story using different techniques—literal, symbolic, etc.

Activity 5: Research/My State - Revisit the Leisure Time activity you did, explaining how that page was about making choices—there were no right answers because everyone is different. Then explain to students how that won't be the case as you do the My State page. There are correct and incorrect answers on this page.

***Instructional strategies — depending on the level of support you need to provide, you can use several strategies.*

1. *Group KWL exercise-what do your students know (collectively) what do they want to know, what do they want to learn.*
2. *Internet searches-these can be done as a group or independently. Teach them how to ask good questions (in their search engines) and show them how to sift through results.*
3. *Image Searches—telling your browser to only look for images can simplify the search.*
4. *Have students of different abilities work in collaborative groups to do research independently.*

Activity 6: Book - Pre-determine the level of independence you would like to see each of your students achieve. For some students, you may have to provide a book bank to activate their memory of books they've



read alone, or in class. Other students may be fine selecting their books but may still need to employ research skills from prior lessons (e.g. who is the author? what genre/category?) For students at the lowest end of the ability spectrum, you may have to read two books and ask them to choose which one they like best.

Independent Practice:

Activities 7 & 8: Seasons and Music – If possible, you should work toward having these activities completed as independently as possible. Both activities have a good mix of preference and fact finding or research. For example, in Seasons, the student may have to research attributes of each season to make a choice and then record the uniqueness of that season in their books.

Differentiated Instruction:

Level A: Students independently read the sentences and word bank and research pictures in magazines and on the computer.

Level B: Students are given 3-5 choices when filling in the blank and researching.

Level C: Students respond to questions and statements through eye movement, body movement and verbal sounds.



My State

The state I live in is _____.

The state bird is a _____.

The state flag colors are _____.

The state flower is a _____.

The song that best describes my state is _____.

Picture It





Season

My favorite season is _____.

The weather is usually _____.

The trees and grass are _____.

My favorite activity in this season is _____.

The song that best describes this season is _____.

Picture It





Who I Am

I am _____ years old.

The meal I like to eat most is _____.

_____ is my favorite color.

The song that best describes me is _____.

When I finish school, I want to be a _____.



Picture It





Music

My favorite type of music is _____.

My favorite song is _____.

I like to listen to music when I am _____.

My favorite music artist is _____.

The song that best describes my school is _____.



Picture It





Book

My favorite book is _____.

The author's name is _____.

My favorite character in the book is a _____.

This book is in the category of _____.

The song that best describes my favorite book is _____.

Picture It



Section 3

Lekotek's Home and Family Games



LEKOTEK

Hear-N-Seek

Game 1

Physical, Cognitive & Sensory

Objective: Parents like Hear N Seek because it increases auditory processing and awareness while motivating physical activity during game play. The game also creates a team approach as kids must interact cooperatively to play. Kids like hear N Seek because of its fun twist on the age old game of "Hide & Seek." This game allows kids to create a tactic whether they are playing the sounds or finding where the sounds are coming from.

Minimum Players 2

How to Play

The object of the game is to expeditiously find the iOS device connected to the Beamz Player. Before playing, test the iOS device to find the range. Alert players to the designated hiding areas for the game so that the iOS device is always "in rang" during play. One player will hide the iOS device while the other players are not looking. After the device is hidden, that player will strum the Beamz Player to alert the other players to find the hidden device. The sound will play from the iOS device. The first person to find the device wins and then takes a turn strumming the Beamz Player in the next round.

Challenges

Challenge 1 - Turn the volume down on the iOS device to make it more challenging to hear.

Challenge 2 - Only play a specified amount of laser strums per game. For example, the person playing the Beamz Player will only strum 3 times total during the game.

Challenge 3 - Combination challenge. Lower the volume on the iOS device and only cross the laser beams a specified amount of times during the game. For example, only play 3 sound clues at various times throughout the game.

Play Value: Increases Physical Fitness, Advances Social Skills, Improves Auditory Processing, Develops Sound Discrimination, Inspires Social Connections, Fosters Fun.

Sensory, Communicative & Social/Emotional

Objective: Parents will like Story Tellers for promoting their children’s reading and vocabulary skills. Stories are an effective way to teach kids new perspectives and complex ideas like sharing and compassion for others. Reading stories as a family can also help kids deal with traumatic events and changes in their lives. Kids will love how sound effects can add an edge of fun and adventure to a story. Story Tellers will provide quality family time together.

Minimum Players 2

How to Play

The object of the game is to add sound effects to story time. Players can start by selecting a book from the provided list that the family may already have at home or can check out from their local library. Once a story is chosen, work together to choose a song that includes instrument sounds or sound effects that match certain phrases or repeated lines from the book. Players will create their own word associations and laser beam pairings.

Families should familiarize themselves with the book being used for Story Tellers and decide which words, phrases or sentences are repeated most often throughout the story to use during the activity. The words, phrases or sentences can be paired with a laser beam sound, instrument or vocal and players will be responsible for crossing the corresponding laser beam when they hear their word association.

For example, using the book, “Pete the Cat: Rocking in My School Shoes” by Eric Litwin, you can identify the repetitious phrase, “school shoes” as your target, and you can pick the song, “Rock Star” to be played and then have players cross the “Outta Control” laser beam whenever they hear the phrase, “school shoes”.

Challenges

Challenge 1 - Draw players’ names out of a hat to decide which player will be the reader while the other players are the sound effect engineers.

Challenge 2 - Draw book titles out of a hat to decide which book will be the star of the game!

Play Value: Increases Self-Expression, Stimulates Imagination, Advances Social Skills, Enhances Speech & Language, Inspires Social Connections.

Section 4

Beamz Therapy Guide



Follow The Leader

Possible Goals:

Cognitive	Physical	Social/Emotional
Attention	Fine Motor	
Focus	Gross Motor	
Memory		
Problem Solving		
Sequencing		

Staff Requirement: One therapist or activity leader

Group Size: One-on-One with a suggested adaptation for a small group

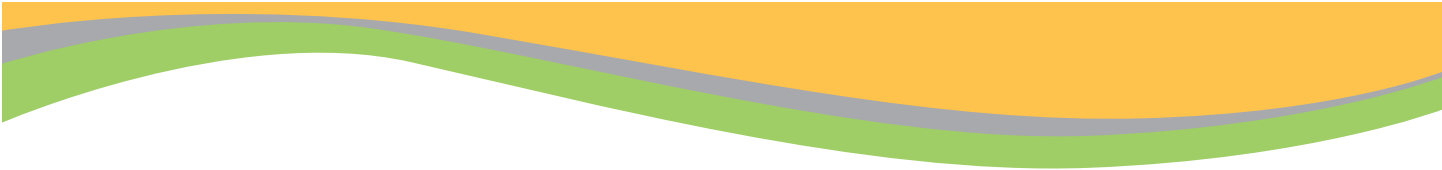
Setting: Quiet space where there are limited distractions

Duration: 10-20 minutes

Music Suggestions: Café Carnival, Green Onions-Jam, Honky Tonk Hoedown, Rock Star, SOS-Jam, That's A Rap

Procedure:

1. Set up the unit and decide on the music in advance of the session. If it is anticipated you will be using longer sequences, it is suggested that sequences be developed and written down in advance of the session. This will allow you as the therapist or activity leader to be able to focus on the response of the client, instead of on remembering the correct beam sequence. Sit adjacent to the client, instead of across from the client, so that the sequence is clearly visible.
2. Explain the activity to the client. "I will be playing different sequences or instrument patterns with the lasers, and I would like you to repeat back what I am doing. The sequences will start off short and will get longer as we progress through the activity. If you feel as though you are uncomfortable with the pace or number of the beams played in the sequence, please let me know."
3. Start by playing one beam, and having the client repeat that. If successful, progress to two beams in the sequence. If unsuccessful, repeat the exercise using one beam until the client is able to repeat it, and at that time, progress to two beams. The session should continue like this, adding one beam to the sequence every time the previous sequence is correct until the sequence is five beams long.
4. Continue with the five beam sequences two to three times to verify mastery at this level before progressing to a higher level. If the client has difficulty successfully repeating a given the number of beams in the sequence, regress and remove beams from the next sequence, so that the client can



demonstrate success with the lower number before attempting to advance to a more difficult progression again. Once the beam sequence progresses to five beams or more, the therapist may wish to use the swap button to include page switches during the sequence. This will increase difficulty.

5. The activity should end when the client has continuously reached the goal number in their beam sequence. To prevent boredom or cognitive fatigue, the activity length should be limited to 15-20 minutes.
6. The activity should be repeated on a schedule determined by the therapist or activity leader and the client for maximum cognitive benefits.

Follow The Leader Adaptations

- To further assess cognition, ask the client to recall information in addition to the sequences, such as the name of the activity, the first instrument used or the first sequence.
- After a few clients become familiar with the activity, have them work together in a small group, assisting each other in recalling beams and taking turns to play the beams in sequence.
- If a client is having difficulty remembering the sequences, repeat them twice, before asking the client to play the beams.
- For an activity variation, ask clients to initiate sequences that must then be repeated by the therapist or activity leader. This is a good way for clients to demonstrate that they understand the rules of the game, and may build empowerment as clients receive a chance to become the leader. It may also motivate clients to engage in the activity for longer periods of time.

Protocol/Activity Authors

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This activity is also a protocol with additional interactive songs and client measurement tools within the Beamz Therapy Guide, which is a collection of 15 protocols structured for therapist use.

Visit www.thebeamz.com/btg-overview for more information.

Hand Choreography

Possible Goals:

Cognitive	Physical	Social/Emotional
Concentration	Endurance	
Memory	Fine Motor	
Reading Comprehension	Gross Motor	
Sequencing		

Staff Requirement: One therapist or activity leader

Group Size: One-on-one with a suggested adaptation for a group activity

Setting: Private area with limited distractions

Duration: 15-20 minutes

Music Suggestions: Allow client to choose music of interest

Procedure:

1. Set up the Beamz unit in a private area with limited distractions, and sit either next to your client or across from him/her.
2. Explain to the client that they will be creating a hand choreography (or hand dance) to go along with the Beamz music that they enjoy, but that you will begin by introducing some basic hand choreography moves. Explain that they are not limited to the movements that you show them.
3. Allow client to choose music of interest.
4. Incorporate a combination of hand choreography moves (described on the "Hand Choreography Movements" page provided). For the first session, or when client is first learning the different moves, have them complete 5-10 repetitions of each movement so that they can gain comfort and familiarity.
5. As client develops competence and confidence with different movements, the therapist or activity leader should play the background rhythm and model a choreography "hand dance", shifting fluidly from move to move.
6. For more advanced clients, allow them to create their own hand choreography, and make notes on the different movements incorporated in the choreography. At a later date, see if client can replicate their hand choreography.



Hand Choreography Adaptations

- After different clients have composed their own hand choreography and have practiced their moves, structure a group activity where multiple clients can showcase their individual choreographed hand dances.
 - Tell clients the name of each move as you demonstrate it. Next, either call out the name of specific movements and have the clients demonstrate the moves, or demonstrate different moves, and ask clients to call out the correct name for that movement. (Additional goal: memory/cognition).
 - Without first demonstrating the moves, give the client the sheet describing each of the different moves, and ask them to demonstrate the move based on the instructions. (Additional goals: written/verbal comprehension, problem solving).
 - If clients do not have use of their hands, ask them to replicate some of the moves using a different part of the body.
 - Structure a group session by having clients work together to create a hand choreography routine.
-

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Hand Choreography

Movements

These movements can be done simultaneously not only by the individual playing the Beamz, but also by other group members.

Hand choreography movements could include, but are not limited to:

The Wave	Move hands in a wave-like manner, hitting one or both lasers on each side.
The Flip	Start with the palm facing down, and the back of the hand facing upward. Turn the hand 180 degrees so that the palm is facing upward and the back of the hand is down.
The Chop	Place one straight hand perpendicular to the lasers, and bring it up and down to hit both lasers on one side.
The Robot	Place both hands perpendicular to the lasers, and alternate bringing them up and down to hit both lasers on both sides.
Fists	Make hands into fists, then open them, interrupting the beam of the laser with the fingertips.
Spirit Fingers	Wiggle fingers hitting at least one laser at a time.
Plucking	Create a plucking movement with the fingers, as if plucking on a guitar string, curling one finger at a time and bringing it in toward the palm.
DJ Scratch	Move hand as if pulling a record back and forth similar to what a DJ would do.
Knocking	Make a fist with the hand and do a knocking motion into a laser by bending the wrist.
Drumming	Flatten and straighten hand and move up and down similarly to beating on a drum. Move hands through one or both lasers on each side in rhythm with the background rhythm.
Finger touches	Place thumb directly below a laser and touch each finger to the thumb, one at a time, intercepting the laser each time.
Pointing	Make a pointing motion with the index finger, and move it through the laser.
Pushing	Hold hand out in front of the body (palm out, back of hand parallel with body), and make a pushing motion through the lasers, hitting both lasers on one or both sides.
Swimming	Hold hands out, perpendicular to the lasers with pinky fingers on top and their thumbs on the bottom (palms should be facing away from each other), and make a movement similar to the breast stroke through the lasers on each side of the unit.

Name That Tune/Tune Trivia

Possible Goals:

Cognitive	Physical	Social/Emotional
Attention		Team Work
Focus		Verbal Expression
New Learning		
Memory		

Staff Requirement: One therapist or activity leader

Group Size: any size

Setting: Activity or treatment room

Duration: 30-45 minutes

Music Suggestions: All You Need Is Love-Jam, Before He Cheats-Jam, Boom Boom Pow-Jam, Celebration-Jam, Forget You-kJam, Funkytown-Jam, Green Onions-Jam, Hollaback Girl-Jam, I Like It I Love It-Jam, I Like To Move It-Jam, Ice Cream Freeze-Jam, If I Die Young-Jam, In da Club-Jam, Mahna Mahna-Jam, Mean-Jam, Rock Your Body-Jam, SOS-Jam, Superstition-Jam

Procedure:

1. In advance of the session, decide what songs will be used during the session. Sample questions are suggested on the Tune Trivia Information Sheet.
2. Set up the room in a general activity space (if working with a group), or in a quiet, private space if working one-on-one. Place the Beamz on a table with screen of the Apple device or computer facing the group leader. Ensure that clients cannot see the screen. Position clients in semi-circle if in a group, or across the table if one-on-one.
3. Select one of the suggested songs from the Master Song List, and play the rhythm. Ask clients to identify the name of the song or the name of the artist, or both.
4. Once the song is correctly identified, ask some trivia questions about the artist, or read some of the fun facts. Provide prompts, cues, and encouragement as needed.



Tune Trivia Adaptations

- Locate pictures along with trivia before the activity starts, and print out. Have client select the picture of the artist as well as guess the song.
 - If playing in a group, have clients take turns picking out the song while other clients guess the name/artist.
 - Additional tasks that can be used with the trivia are to have clients hum part of the tune, name five consecutive words in the lyrics, or name the artist.
 - Engage clients in a visual experience by playing parts of the music video for each song on YouTube, or showing pictures of the artist.
-

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This activity is also a protocol with additional interactive songs and trivia resource tools within the Beamz Therapy Guide, which is a collection of 15 protocols structured for therapist use.

Visit www.thebeamz.com/btg-overview for more information.

Tune Trivia Information Sheet

Directions: Use this sheet with the Name That Tune/Tune Trivia Protocol, in order to provide trivia and “fun facts” to clients regarding the different artists or songs represented on the Beamz.

Some sample trivia questions and fun facts are listed below.

Song	Artist	Trivia
All You Need Is Love	The Beatles	<p>What are the names of the four Beatles? <i>Paul McCartney, John Lennon, George Harrison, Ringo Starr</i></p> <p>What is Ringo Starr's actual name? <i>Richard Starkey</i></p>
Before He Cheats	Carrie Underwood	<p>On which reality TV show did Carrie Underwood get her start? <i>American Idol</i></p> <p>Did you know: Carrie Underwood never flew on a plane until she was on American Idol.</p>
Boom Boom Pow	Black Eyed Peas	<p>What is the name of the front man for the Black Eyed Peas? <i>Will-I-Am</i></p> <p>What is the name of the blond female who joined the Black Eyed Peas before the release of their third album? <i>Fergie</i></p>
Celebration	Kool & The Gang	<p>In what year did Kool & The Gang's Celebration reach #1 on the Billboard Hot 100? <i>1981</i></p> <p>Did you know: Celebration was the only #1 hit put out by Kool & The Gang, but it is still played today for celebratory events such as weddings, graduations and retirements.</p>
Forget You	Cee Lo Green	<p>What reality television singing competition did Cee Lo Green star on as a coach? <i>The Voice</i></p> <p>Which president did Cee Lo perform at a fundraiser for? <i>President Obama</i></p>
Funkytown	Lipps Inc.	<p>In what year did Funkytown hit #1 on the Billboard Hot 100? <i>1980</i></p> <p>Did you know: Lipps Inc. (pronounced Lip Sync) recorded four records from 1979-1985.</p>

Song	Artist	Trivia
Green Onions	Booker T & the MG's	<p>Did you know: The MG in Booker T & the MG's stands for Memphis Group, as the band was from Memphis, TN.</p> <p>Did you know: The Beatles were huge fans of Booker T & the MG's, and kissed Steve Cropper's (the group's guitarist) ring when meeting him in 1967.</p>
Hollaback Girl	Gwen Stefani	<p>What band is Gwen Stefani the lead singer for? <i>No Doubt</i></p> <p>What is the name of No Doubt's first successful album, released in 1993? <i>Tragic Kingdom</i></p>
I Like It I Love It	Tim McGraw	<p>What is the name of Tim McGraw's father, who was known as a famous Philadelphia Phillies player? <i>Tug McGraw</i></p> <p>What is the name of Tim McGraw's wife, who is also a famous country singer? <i>Faith Hill</i></p>
I Like to Move It	Reel 2 Real (artist), Madagascar (Motion Picture)	<p>Did you know? Reel 2 Real was a reggae band famous for their song I Like to Move It in the 1990's. However, the song only reached #85 on the Billboard Hot 100 charts in America. It was a bigger hit in England, hitting #5 on the charts. The song was later used for the children's movie Madagascar (2005).</p> <p>In Madagascar, who hijacks the ship that was en route to Africa? <i>A gang of Penguins</i></p>
Ice Cream Freeze	Hannah Montana (Miley Cyrus)	<p>What actress/singer played Hannah Montana for the television show? <i>Miley Cyrus</i></p> <p>What color hair was Hannah Montana known for in the show? <i>Blonde – Miley wore a blonde wig when portraying Hannah. Her actual hair color is brown.</i></p>
If I Die Young	The Band Perry	<p>How are all of the members of The Band Perry related? <i>They are all siblings</i></p> <p>The Band Perry played at the pre-game show for which big sporting event in 2014? <i>The Superbowl</i></p>

Song	Artist	Trivia
In da Club	50 Cent	<p>What is 50 Cent's real name? <i>Curtis Jackson</i></p> <p>What was the name of 50 Cent's debut album? <i>Get Rich or Die Tryin'</i> – Did you know that it was produced by Eminem and Dre?</p>
Mahna Mahna	The Muppets	<p>Name at least three of the Muppet Movies. <i>The Muppet Movie, The Muppets Take Manhattan, The Great Muppet Caper, The Jim Henson Hour, The Muppet's Christmas Carol, The Muppet's Treasure Island, The Muppets, The Muppet's Most Wanted, etc.</i></p> <p>Name at least two of the shows that the Muppets starred in. <i>The Muppet Show, Muppet Babies, Fraggle Rock, Sesame Street</i></p>
Mean	Taylor Swift	<p>Where was Taylor Swift born? <i>Reading, PA, she grew up on a Christmas tree farm in Montgomery County.</i></p> <p>Taylor is well known for writing songs about which subject matter? <i>Her current and past relationships</i></p>
Rock Your Body	Justin Timberlake	<p>Justin Timberlake got his start on which Disney show in the 1990's? <i>The Mickey Mouse Club</i></p> <p>What was the name of the boy band where Justin got his musical start? <i>N*Sync</i></p>
SOS	Rihanna	<p>Rihanna is actually her middle name. What is her first name? <i>Robyn</i></p> <p>What country is Rihanna from? <i>Barbados</i></p>
Superstition	Stevie Wonder	<p>In 1989, Stevie Wonder was inducted into which famous Rock and Roll museum? <i>The Rock & Roll Hall of Fame</i></p> <p>In 1973, Stevie won what kind of award for Superstition? <i>A Grammy for Best Rhythm & Blues Song</i></p>