This powerpoint covers the following topics:
Participants will be able to:
1. Share basic information about Active Learning with someone else
2. Identify the role of play in learning

It will take approximately 45-60 minutes to present.
As you introduce the session, encourage participants to go to the Active Learning Space website on their phone, tablet or computer. The url is www.activelearningspace.org

Would you like to learn about Dr. Nielsen’s FIELA Curriculum and how it can be used to develop programming?
How about getting ideas for how to organize your classroom and your student’s daily and weekly schedule?
Would you like to see examples of how to develop activities and environments to teach both general and expanded core curriculum, or work on specific motor skills?
This presentation utilizes content on Active Learning Space, a collaborative website developed by Penrickton Center for Blind Children, Perkins School for the Blind and Texas School for the Blind & Visually Impaired.
What You Will Learn

Participants should be able to:

Suggest several strategies for utilizing Active Learning activities and environments to teach both general and expanded core curriculum content.
Section 5

Teaching General & ECC Content
Active Learning is not just a piece of equipment or a set of materials.
Active Learning is an approach and it can be used to teach any type of content.
This includes general education content like science, math, reading, social studies, and language.
It can also be used to teach important expanded core curriculum skills which are so important to students with vision and hearing loss.
Before going further in the powerpoint, visit these three webpages:

Arts and Crafts
Science
Orientation and Mobility

If you are doing flipped learned, you should have participants review these pages before you meet.

If you are doing face-to-face learning you may want to divide into pairs or small groups and have each take one of these pages to explore quickly before they report back to the group on what they found.

NOTE: the group doing science may not have time to view the videos found there. You may want to share one of these with the entire group. Science using the HOPSA Dress runs about 13 minutes and the Science Using a Support Bench runs about 10 minutes.
Teaching General & ECC Content

Do these pages give you some ideas about how to use Active Learning to teach general and expanded core curriculum?

What questions do you have about using an Active Learning approach to teach this content?

What requirements does your district have for including IEP Goals related to General and ECC curriculum?

Do these pages give you some ideas about how to use Active Learning to teach general and expanded core curriculum?

Many people have difficulty making this connection. Often it is because they do not know how to the align to TEKS when students are functioning at this developmental level. You may want to share the these pages to help explain how this should work: http://www.activelearningspace.org/program-planning/active-learning-and-general-education and http://www.activelearningspace.org/program-planning/resources-aligning-goals-to-the-standard-curriculum

The Texas Early Learning Pathways (http://www.earlylearningtexas.org/media/24000/texas%20early%20learning%20pathways.pdf) is especially helpful in figuring out what is appropriate at various developmental areas related to TEKS. If possible have several copies available to share with your groups.

What questions do you have about using an Active Learning approach to teach this content?

You may want to point out that there needs to be a clear understanding of what goals
and objectives are focused on in an activity. What specific skills does the student need to demonstrate? Reaching, grasping, exploring? With mouth, hands, feet?

**What requirements does your district have for including IEP Goals related to General and ECC curriculum?**

Some districts only require a single goal aligned to the TEKS and other goals can focus on pre-requisite skills in general. Try to learn what your participants think they have to do to meet district requirements. Share ideas about embedding skills into a goal.

Help your participants understand that any content can be taught using an Active Learning approach.
Almost any content can be taught using an Active Learning approach.

Our challenge is to understand which pre-requisite skills and foundational concepts are appropriate to the child’s level of development related to any subject matter.

We also have to be aware of the learner’s social and emotional development to provide just the right amount of challenges and successes.

The following slides provide a variety of examples of how this can look.
### Teaching General & ECC Content

<table>
<thead>
<tr>
<th>In Math, at a Kindergarten level, students are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sort objects by size, shape, and color</td>
</tr>
<tr>
<td>• Know the names of shapes</td>
</tr>
<tr>
<td>• Understand position words and concepts</td>
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<tr>
<td>• Recognize and compare lengths</td>
</tr>
<tr>
<td>• Recite numbers 1-30</td>
</tr>
<tr>
<td>• Do simple addition and subtraction with manipulatives</td>
</tr>
<tr>
<td>At a 12 month developmental level a typical child works on Math by doing these things:</td>
</tr>
<tr>
<td>• Stack blocks or objects</td>
</tr>
<tr>
<td>• Play with a shape sorter</td>
</tr>
<tr>
<td>• Put in and take out things from containers</td>
</tr>
<tr>
<td>• Ask for “more”</td>
</tr>
</tbody>
</table>

**Ask your participants how these two columns relate to each other.**

If they are planning for Math for kindergarten for a child at a 12 month level, what activities might work on this? Are they Active Learning activities?

In Math, at a Kindergarten level, students are expected to:

• Sort objects by size, shape, and color
• Know the names of shapes
• Understand position words and concepts
• Recognize and compare lengths
• Recite numbers 1-30
• Do simple addition and subtraction with manipulatives

At a 12 month developmental level a typical child works on Math by doing these things:

• Stack blocks or objects
• Play with a shape sorter
• Put in and take out things from containers
• Ask for “more”
Here are some examples of activities that would do that.

- Compare single and multiples of the same object on a Position Board
- Play with containers, purses, boxes taking things out and putting in
- Play with objects that nest like Russian dolls, plastic containers, graduated size hair rollers
- Pour water or scoop sand into various size containers
- Play with various lengths of dowels, pencils, chalk
- Play take-apart and put-together games using things like pop beads, nail brushes, hair rollers
- Play with various sizes of balls and vacuum cleaner hose
# Teaching General & ECC Content

<table>
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<tr>
<th>In Social Studies a kindergartener is expected to:</th>
<th>At 18 months a typical learner is expected to:</th>
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<tr>
<td>• Recognize characteristics of people</td>
<td>• Recognize her own characteristics and needs</td>
</tr>
<tr>
<td>• Organize life around events, times and routines</td>
<td>• Imitate adult actions like talking on a phone, using a television remote</td>
</tr>
<tr>
<td>• Discuss the roles and responsibilities of community workers</td>
<td>• Go to the correct location for familiar activities</td>
</tr>
<tr>
<td>• Identify common features in their environment like their own street or town name</td>
<td></td>
</tr>
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Ask your participants how these two columns relate to each other.

In Social Studies a kindergartener is expected to:
- Recognize characteristics of people
- Organize life around events, times and routines
- Discuss the roles and responsibilities of community workers
- Identify common features in their environment like their own street or town name

At 18 months a typical learner is expected to:
- Recognize her own characteristics and needs
- Imitate adult actions like talking on a phone, using a television remote
- Go to the correct location for familiar activities

If they are planning for Social Studies for kindergarten for a child at a 18 month level, what activities might work on this?

Are they Active Learning activities?
Here are some examples of activities that would do that.

• Make faces in a mirror with an adult
• Explore various facial features of self and others (visually or tactually)
• Imitate movements of a peer or adult associated with a song, during cooking activity, while sharing a swing
• Navigate without prompting to an area where a preferred activity takes place
• Explore equipment associated with various jobs like kitchen tools, garden tools, uniforms, grooming tools, writing and drawing tools, doctor’s tools (stethoscope, tongue depressor, bandage)
• Play dress-up or explore with shoes, hats, belts
Ask your participants how these two columns relate to each other.

If they are planning for Fine Arts for a child at a 3 month level, what activities might work on this?

Are they Active Learning activities?

Second-grader taking Fine Arts:
• create compositions using the elements of art, principles of design;
• interpret stories, content, and meanings in a variety of artworks;
• identify instruments visually and aurally;
• move alone or with others to a varied repertoire of music using gross and fine motor locomotor and non-locomotor movement

A 3 month old Fine Arts:
• Explore materials with hands
• Turn toward the sound of music
• Copy a caregiver’s facial expression

A 3 month old would be doing the follow types of things related to Fine Arts:
• Explore materials with hands
• Turn toward the sound of music
• Copy a caregiver’s facial expression
Teaching General & ECC Content

Some examples of using Active Learning related to Fine Arts include:

- Dance, rock, or play hand-games with an adult in rhythm to music
- Finger-paint with foods and other eatables
- Collect leaves and press them on a pre-glued board to create a collage
- Sing or vocalize to a song
- Explore objects related to a story before the story is read during circle time
- Play with various musical instruments
- Play adult-child games of making faces (sticking out tongue, opening mouth) or imitating movements with arms and legs

Again, discuss the relationship between these two columns.

Here are some sample of activities that would do that.

- Dance, rock, or play hand-games with an adult in rhythm to music
- Finger-paint with foods and other eatables
- Collect leaves and press them on a pre-glued board to create a collage
- Sing or vocalize to a song
- Explore objects related to a story before the story is read during circle time
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Teaching General & ECC Content

• You must practice the basic strategies associated with Active Learning
• You must be clear about the goal for the various activities and environments you use
• You must utilize resources to help you align with the general curriculum

This is a summary of the main points:
• You must practice the basic strategies associated with Active Learning
• You must be clear about the goal for the various activities and environments you use
• You must utilize resources to help you align with the general curriculum
Here is another activity. The Units and Themes to Focus Active Learning Activities supplemental handout can be used for this activity.

You may also choose to do this as a group or have it as a flipped learning assignment.

Think about a particular lesson or unit that is being taught to your student’s or child’s same-age peers.

List some of the critical pre-requisite skills and foundational concepts that are included in the lessons.

Try to think of two activities (one for independent play and one for adult-child interaction) that would focus on some of the concepts taught in a lesson and what would it look like at your learner’s developmental level.
Credits

This content was developed by Texas School for the Blind & Visually Impaired Outreach Program and may not be used without their express permission.

This content is based on the Active Learning Space website, collaboratively developed by Penrickton Center for Blind, Perkins School for the Blind and Texas School for the Blind and Visually Impaired. Special contributions of content and images of Active Learning instruction comes from Narbethong State Special School in Australia.

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