

ACTIVITY WRITE-UP #1**Name of Activity:** Name the Instruments

Type of modality	Music
Type of play	Shared Cooperative
Interaction pattern	Inter-group
# of participants required	3+
Equipment/supplies	<ul style="list-style-type: none"> • Music player or computer • CDs • Small dry erase board • Dry erase markers • Dry erase board eraser
Facilities required/environment	Indoor environment, space depends on the number of participants.
Precautions	<ul style="list-style-type: none"> • Make sure the volume is not too loud • Be cautious of electrical devices

Directions

1. The activity leader will divide participants up into 2 or more teams depending on the number of participants.
2. Each team gets one dry erase board, marker, and eraser.
3. The team discusses and chooses one person to be their team captain. This person will write down their final answers on the dry erase board.
4. The activity leader plays segments of songs through a computer or CD and music player.
5. Participants listen to the song.
6. The activity leader will stop the music and let the teams discuss among themselves.
7. The team captains will then write down a list of instruments, they will raise their hands to indicate that they are done.
8. Once a team is finished listing their instruments, they will raise their hands to indicate that they are done.
9. The activity leader will tell every team to pause and walk over to the team that is finished to check their list.
10. If the team lists all the correct instruments, they win that round of the game and receive one point. If they are incorrect or missing any instruments, the activity leader will resume the game and each team will continue to figure it out.
11. Once a team is declared winners of that round, another song is played and steps 5-10 are repeated.
12. The team with the most points at the end is the winner.

Activity Analysis

Category	Skills
Primary body position	Sitting
Part of the body required	Hands and arms
Movement	Palmer grasp, raising arms and hands, and reaching.
Physical	Balance: Dynamic sitting Active Range of Motion: Upper Extremities
Cognitive	Arousal/alertness, focused attention, selective attention, shared attention, concept formation, concentration, simple decision making, judgment, short-term memory, person orientation, simple problem solving, reading, spelling, and writing.
Social	Conversation: starting, sustaining, and ending, interpersonal interactions, maintaining social space, relating with equals, relating with persons in authority, regulating behavior, relationship forming, social conduct, social cues, showing respect and warmth, and showing tolerance.
Perception	Auditory, tactile, and visual functions.
Communication/language	Reception to spoken language and written language Expression of spoken language and written language
Self-care	N/A
Psychological/emotional (possible)	Joy, guilt, pain, anger, and frustration.

How to Simplify the Activity

The activity leader can play instrumental songs instead of songs with lyrics so that participants can focus on listening to the instruments. The leader can also pick songs with fewer instruments and songs that have instruments that are more commonly known. The pace of the songs can also be a slower pace versus a fast pace song where it is harder to listen for different instruments. The song can be played for more than 1 minute so participants can listen and analyze it.

How to Make the Activity More Complex

The activity leader can play the song for less than a minute and it will be harder for the participants to guess all the instruments since they had a limited amount of time to listen to the song. The leader can also choose songs with more complicated instruments that are less popular (e.g., bass clarinet, contrabassoon, etc.)

Other Comments

Songs with high, up-beat tones create more positive, happy emotions. This can determine the mood of the environment and participants. This is a team building game and should help participants work together as a group.