

# Classroom Lesson Simulations: Going to the Movies

## Lesson 147 A

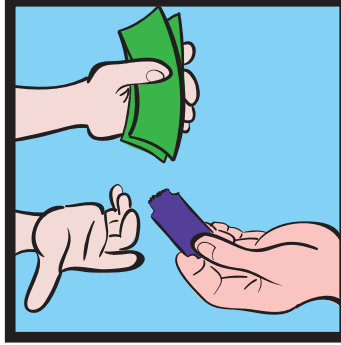
This lesson teaches students to participate in a community Movie outing. Schedule this activity two to three times per week at a consistent location. Select an individual (either student/adult student or staff/volunteer) to “work” at the “movie theater.” Provide snacks to simulate a typical movie theater environment. Students should participate in activities such as requesting a movie, purchasing a ticket and snacks, waiting in line, finding an open seat, attending to a movie, and enjoying a drink/snack during the movie.

Lesson Set-Up	Visual Supports	Reinforcement Available
<ol style="list-style-type: none"> <li>Place multiple chairs in rows facing a movie screen (T.V. or screen)</li> <li>If desired, create multiple “movie theaters” in 2 different locations</li> <li>Create an area to purchase a ticket and an area to purchase snacks</li> <li>Identify “workers” to run the ticket book and snack area.</li> </ol>	<ol style="list-style-type: none"> <li>Sequence strip of expectations for participation.</li> <li>Movie choices on visual strip or device.</li> <li>Snack choices on visual strip or device.</li> </ol>	<ul style="list-style-type: none"> <li>Token Board</li> <li>First/Then Visual</li> <li>Preferred food and drinks</li> <li>Social Reinforcement</li> <li>Preferred movie</li> </ul>

### Teaching Ideas

Lesson Steps	Initial	Mid-Level	Advanced Level
Movie location at a consistent time (i.e., Tuesday/Thursday afternoon movie club).	Provide a picture schedule & match picture to activity location.	Provide a picture/written schedule to identify location of activity.	Provide an “advertisement” (write or email information about event) to identify time and location. Present the information with the name of the “theater” and movie times listed.
Students buy movie ticket at “ticket booth”	Provide a choice wheel of a movie choice for the student to make a choice.	Given a visual choice of two movies student says the name of the chosen movie to worker and purchases ticket with money.	Given a written list of movie options and movie times, student says the name of the movie and the movie time to the worker. Student presents school ID for a student discount and purchases ticket with money.
Students wait in line and buy snacks at snack booth.	Provide a choice wheel of food/drink choices for the student to make a choice.	Given visual choices of snack options, student request snacks and purchases snacks with money.	Provide student with a specific amount of money before the activity. At snack booth provide student with a menu and snack prices. Student requests snack items and purchases items.
At theater entrance, student hands a “worker” ticket for entry.	Say “do this” and model handing the ticket to the “worker” and then retrieving the ripped ticket.	Post a number in the area/room that the movie is playing. The students hands the ticket to the “worker” and the “worker” tells the students which room the movie is playing.	Post numbers in a variety of areas/rooms. The students hand the ticket to the “worker” and the “worker” tell the student which room the movie is playing. Student navigates to the correct “theater.”
Students sit in chairs oriented towards the movie. (A “movie” could be any of the following: portion of a movie, you tube clip, TV show or a imovie).	Place a preferred object on chair to assist the student in identifying their chair.	Provide multiple open seats and a direction to the student to “find the open seats”	Have the student arrive with a group and have many of the seats already filled. Student has to find enough seats seated together for the group. Optionally, lower the lighting, simulating a late arrival.

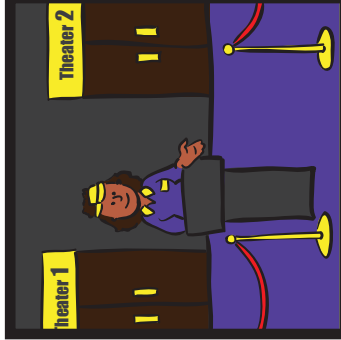
Lesson Steps	Initial	Mid-Level	Advanced Level
Provide an opportunity to comment/discuss movie at the end.	Provide an augmentative communication device or model commenting about the movie and encourage the student to imitate.	Ask the student a question about the movie and encourage the student to comment on whether he likes or did not like the movie.	Provide an opportunity for the student to initiate commenting on the movie while departing the theater.
Assign an ending job for each student (put away chairs, put away equipment, take food to a specified location, clean table).	Say “do this” and model the assigned job.	Provide student with a picture schedule to complete the job.	Student signs up for preferred job.
<div> <div> <b>Collect data on this lesson by measuring studentsuccess on the steps of Links Routine #34 (Listening ina Group Setting) or create a custom classroom routine. Student simulates all steps independently for three consecutive simulations. Generalize the simulation to a custom community routine such as:</b> <ul style="list-style-type: none"> <li>• Movie theater</li> <li>• Movie night at a community event</li> <li>• Movies in the park</li> <li>• Drive-in movie theater</li> <li>• Play</li> </ul> </div> <div> <b>General Prompting Strategies:</b>            If the student is unable to perform the expected behavior follow the Least to Most Prompting Strategy outlined below:   <b>Least to Most Prompting Strategy</b>            Allow the student to complete the step independently            Use a gesture/visual/verbal prompt            Use an intermittent physical prompt            Use a continuous physical prompt         </div> </div>			



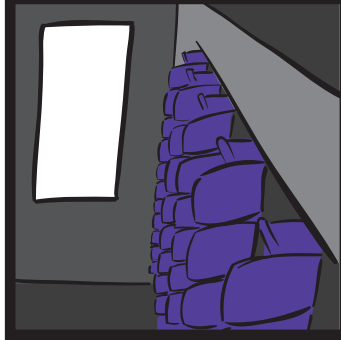
Buy a ticket



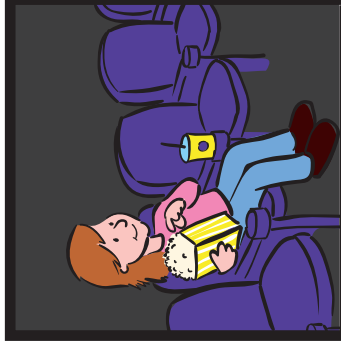
Buy snacks



Give ticket to worker



Pick a seat



Watch the movie!

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