

Title of Scheme: *The Next Vikings - Discovering our own Path*

Aim of Scheme: Spend some time in somebody else's shoes. Discover artifacts used by the Vikings during the Battle of Clontarf, 1044. By recreating these artifacts to the best of their ability, students can immerse themselves into the history of their area. Throughout this project service users will exercise their motor and sensory skills. Develop a sense of inclusivity by helping create a community mural.

Our own Aims: Develop a variety of methods of teaching and communicating.

Group size, profile and details: Three post primary groups. Group A, B and C. The average group (6-10 pupils) ranges from mild to profound disability.

Duration of lessons: 1 hr.

Lesson No.	Content	Learning Outcomes.	Methodology: Facilitator and Service User tasks.	Visual Aids and Routine Activities	Evaluation and Evidence of Learning
1/9 Mon. 3.09.18	Observe and establish the needs of our groups. Intro ourselves to the center. <i>Who are the Vikings ?</i> (Powerpoint presentation to the collective group) Demo our	Service Users will be able to: - Start to recognise the visual characteristics of vikings. - Identify different textures through tactile exploration. - Keywords Helmet, Shield, Longboat and Mural introduced to the class.	Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. <i>Hand on hand</i> may be required with a selection of service users. Hi 5 behavioural management will be used in all situations. Service user: Large Motor Skills: Colouring, Stirring glue , Plotting and applying accessories to the celebrity portrait. Social Skills: Children talk about the progress of the sculpture, taking pride in their work through	Visual Aids: - Large Key words - A selection of Celebrity Faces with an array of sensory accessories. - Viking template. Routine activity: - Brian Boru	Repetition. Engagement and completion of the task to the best of the users ability. Future learning opportunities for students who had

	<p>visual aids</p> <p>Sensory Vikings Create your own celebrity viking to the best</p>		<p>conversations.</p> <p>Emotional Skills: The labors that such a project take will connect child with finished project.</p> <p>Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language.</p> <p>Sensory Skills : The texture of the glue, cold, wet, sticky. The roughness of the dry paper, smoothness of the foam and wool.</p> <p>Cognitive Skills : The process of plotting the accessories into the correct facial location.</p>	<p>audio story</p> <ul style="list-style-type: none"> - calming nordic music. - Colouring Pages 	<p>not yet demonstrated the core learning outcomes and to challenge and extend those students who had already demonstrated the core learning outcomes</p> <p>Group discussion on the theme and Keywords.</p>
<p>2/9</p> <p>Tues</p> <p>4.09.18</p>	<p>Viking Names - Abstract Prints</p> <p>History - The invasion of Ireland- Video</p> <p>Using their viking letters to translate the user names. as their tools Create a series of prints</p>	<p>Service Users will be able to:</p> <p>Identify their own name in the Viking Alphabet.</p> <p>Create a series of print using the letters of their names.</p> <p>Recognise that the image is a mirror image and will be corrected when printing.</p> <p>Link the colours (gold, silver</p>	<p>Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. <i>Hand on hand</i> may be required with a selection of service users. HI 5 behavioural management will be used in all situations.</p> <p>Service Users : Individual activity to promote independence and sense of self. Literacy, hand eye coordination, dexterity. Large</p> <p>Motor Skills: Rolling out the paint , Applying the Viking stamp to base. Social Skills: Children talk about the progress of the print,</p>	<p>Visual Aids:Finish Name Print</p> <p>Laminated Alphabet Flashcards, correlating Viking Alphabet on the back for easy translation. (all corners are rounded for the comfort of the</p>	<p>Engagement and completion of the task to the best of the users ability.</p> <p>Future learning opportunities for students who had not yet demonstrated the core learning</p>

	<p>using high relief coins.</p> <p>Process: select their stamps that indicate their own names.</p> <p>Layered Print - Key Colours Gold, Silver and Bronze. (poster paint)</p>	<p>and bronze) with wealth.</p>	<p>taking pride in their work through conversations.</p> <p>Emotional Skills: The labors that such a project take will connect child with finished project.</p> <p>Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language.</p> <p>Sensory Skills : The texture of the paint, cold, wet, sticky. The roughness of the dry paper and cardboard stamps.</p> <p>Cognitive Skills : The process of printing: The image of the stamp changes when applied to the base (mirror image).</p>	<p>students)</p> <p>Routine activity:</p> <ul style="list-style-type: none"> - Brian Boru audio story - calming nordic music - A selection of Celebrity Faces with an array of sensory accessories. - Viking Helmet template. 	<p>outcomes and to challenge and extend those students who had already demonstrated the core learning outcomes</p>
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<p>3/9</p> <p>Wed 5.09.18</p>	<p>Viking Cardboard Shields.</p> <p>Intro the Battle of Clontarf and development of keywords. Battle , Shield , Swords.</p> <p>Paper collage with PVA</p> <p>Extra design add with stamped shape and Rune prints.</p> <p>Support Artist</p> <p>Izzy Wheels</p>	<p>Service Users will be able to:</p> <ul style="list-style-type: none"> - Expanded their knowledge the key word Protection - Create their own viking shield by the process of collage. - Independently plot out their own design, possibly demonstrating knowledge of Harmony and Pattern. 	<p>Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. Hand on hand may be required with a selection of service users</p> <p>Service Users : Individual activity to promote independence and sense of self. <i>Literacy, hand eye coordination, dexterity.</i></p> <p>Large Motor Skills: Picking up the large paper, Stirring and applying glue , Add paper to base, <i>holding the cardboard stamps, applying the paint and pressing it onto a page.</i></p> <p>Social Skills: Services Users will be promoted to talk about the progress of the collage, taking pride in their work through conversations. <i>Service users will be encouraged to share and help each other.</i></p> <p>Emotional Skills: The labors that such a project take will connect child with finished project.</p> <p>Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language.</p> <p>Sensory Skills : The texture of the glue, cold, wet, sticky. The roughness of the dry paper. <i>The colour of the paint, the texture of the paint, the coarseness of the cardboard, the appropriate pressure needed to get a clean print.</i></p> <p>Cognitive Skills : The process of paper mache: The</p>	<p>Visual Aids: Finish Shield</p> <p>Routine activity:</p> <ul style="list-style-type: none"> - Brian Boru audio story - Calming nordic music - A selection of Celebrity Faces with an array of sensory accessories. - Viking Helmet . template. 	<p>Repetition.</p> <p>Engagement and completion of the task to the best of the users ability.</p> <p>Future learning opportunities for students who had not yet demonstrated the core learning outcomes and to challenge and extend those students who had already demonstrated the core learning outcomes</p>
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			glue changes from a liquid to a solid state. The process of a getting a perfect print, the effect of the paint when applied to paper.		
4/9 Thurs 6.09.18	<p>Our Viking Helmets - Part 1</p> <p>Paper Mache the cap of the helmet.</p> <p>- used different sized bowl/ balloon as a template for the shape of the head.</p>	<p>Service Users will be able to:</p> <p>- Complete a multiple layered paper mache dome.</p> <p>- Explore the different textures that paper mache presents.</p> <p>- Link the use of a viking helmet with their own Thudguard Hat is a lightweight helmet designed to protect a students head as they learn to walk.</p>	<p>Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. Hand on hand may be required with a selection of service users.</p> <p>Service Users : Individual activity to promote independence and sense of self. Hand eye coordination, dexterity.</p> <p>Large Motor Skills: Tearing paper , Stirring glue , Applying paper to base.</p> <p>Social Skills: Children talk about the progress of the sculpture, taking pride in their work through conversations.</p> <p>Emotional Skills: The labors that such a project take will connect child with finished project.</p> <p>Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language. Sensory Skills : The texture of the glue, cold, wet, sticky. The roughness of the dry paper.</p> <p>Cognitive Skills : The process of paper mache: The glue changes from a liquid to a solid state.</p>	<p>Visual Aids: Three separate stages of the process.</p> <p>Routine activity:</p> <p>Student who have missed the last few session may catch up with the last task.</p> <p>- Brian Boru audio story</p> <p>- calming nordic music</p> <p>- A selection of Celebrity Faces with an array of sensory accessories.</p> <p>- Viking Helmet template.</p>	<p>Engagement and completion of the task to the best of the users ability.</p> <p>Future learning opportunities for students who had not yet demonstrated the core learning outcomes and to challenge and extend those students who had already demonstrated the core learning outcomes</p> <p>Develop group discussion on the theme and</p>

					Keywords
5/9 Fri 7.09.18	<p>Our Viking Helmets Part 2 -</p> <p>Service users will continue to add layers to their Paper Mache Viking Helmet.</p> <p>Use paper and glue to reinforce the exterior of the helmet.</p> <p>Add the horns to the helmet.</p>	<p>Service Users will be able to:</p> <ul style="list-style-type: none"> -Complete a multiple layered paper mache dome. - Explore the different textures that paper mache presents. - Link the use of a viking helmet with their own Thudguard Hat is a lightweight helmet designed to protect a students head as they learn to walk. 	<p>Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. Hand on hand may be required with a selection of service users.</p> <p>Service Users : Individual activity to promote independence and sense of self. Hand eye coordination, dexterity.</p> <p>Large Motor Skills: Tearing paper , Stirring glue , Applying paper to base.</p> <p>Social Skills: Children talk about the progress of the sculpture, taking pride in their work through conversations.</p> <p>Emotional Skills: The labors that such a project take will connect child with finished project.</p> <p>Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language.</p> <p>Sensory Skills : The texture of the glue, cold, wet, sticky. The roughness of the dry paper.</p> <p>Cognitive Skills : The process of paper mache: The glue changes from a liquid to a solid state.</p>	<p>Visual Aids: Three separate stages of the process</p> <p>Routine activity:</p> <p>Student who have missed the last few session may catch up with the last task.</p> <ul style="list-style-type: none"> - Brian Boru audio story - Calming nordic music - A selection of Celebrity Faces with an array of sensory accessories. - Viking Helmet template. Blind Bag - Search for the hidden gold coins. By feeling different textures. 	<p>Engagement and completion of the task to the best of the users ability</p> <p>Future learning opportunities for students who had not yet demonstrated the core learning outcomes and to challenge and extend those students who had already demonstrated the core learning outcomes</p>

<p>6/9</p> <p>Mon 10.09.18</p>	<p>Painting our Helmets</p> <p>Helmets should have dried completely over the weekend and be ready to decorate with paint.</p> <p>Outside session: Prep and draw out the mural.</p>	<p>Service Users will be able to:</p> <ul style="list-style-type: none"> -Explore the art elements of colour and shape through the process of paint. -Complete the three day process and feel pride in the finished product. -Link the use of a viking helmet with their own Thudguard Hat is a lightweight helmet designed to protect a students head as they learn to walk. 	<p>Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. <i>Hand on hand</i> may be required with a selection of service users. HI 5 behavioural management will be used in all situations.</p> <p>Service Users : Individual activity to promote independence and sense of self. Hand eye coordination, dexterity.</p> <p>Large Motor Skills: Rolling out the paint , Applying the Viking stamp to base. Social Skills: Children talk about the progress of the print, taking pride in their work through conversations.</p> <p>Emotional Skills: The labors that such a project take will connect child with finished project.</p> <p>Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language.</p> <p>Sensory Skills : The texture of the paint, cold, wet, sticky. The roughness of the dry paper and cardboard stamps.</p> <p>Cognitive Skills : The process of painting: COlours may change when mixed. Different texture can be achieved with varied application.</p>	<p>Visual Aids: Three separate stages of the process</p> <p>Routine activity:</p> <p>Student who have missed the last few session may catch up with the last task.</p> <ul style="list-style-type: none"> - Brian Boru audio story - calming nordic music - A selection of Celebrity Faces with an array of sensory accessories. - Viking Helmet template. <p>Blind Bag - Search for the hidden gold coins. By feeling different textures.</p>	<p>Engagement and completion of the task to the best of the users ability.</p> <p>Develop group discussion on the theme and Keywords</p> <p>Future learning opportunities for students who had not yet demonstrated the core learning outcomes and to challenge and extend those students who had already demonstrated the core learning outcomes.</p>
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<p>7/9</p> <p>Tues 11.09.18</p>	<p>Viking Mural</p> <p>Using mixed media materials, and using the murals as a guide, students learn to both look and create art that incorporates their community and then they learn how to collaborate to create a group project.</p> <p>Viking Long Boat- Between the next two sessions at the flexibility if the students. They will decorate their own long boats, ready for thurs.</p>	<p>Service Users will be able to:</p> <ul style="list-style-type: none"> - learn to look at art and describe what they see. - participant in our community mural through different methods of painting. - notice both artwork and buildings and spaces in their community that they may have never noticed before. 	<p>Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. <i>Hand on hand</i> may be required with a selection of service users. HI 5 behavioural management will be used in all situations.</p> <p>Service Users : Individual activity to promote independence and sense of self. Hand eye coordination, dexterity.</p> <p>Large Motor Skills: Apply the paint to the wall.</p> <p>Social Skills: Children talk about the progress of the mural, taking pride in their part through conversations.</p> <p>Emotional Skills: The labors that such a project take will connect child with finished community project. Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language.</p> <p>Sensory Skills : The texture of the paint, cold, wet, sticky. The roughness of the dry paper and cardboard stamps.</p> <p>Cognitive Skills :The process of painting: Colours may change when mixed. Different texture can be achieved with varied application.</p>	<p>Laminated Alphabet Flashcards, correlating Viking Alphabet on the back for easy translation. (all corners are rounded for the comfort of the students)</p> <p>Routine activity:</p> <ul style="list-style-type: none"> - Brian Boru audio story - calming nordic music - A selection of Celebrity Faces with an array of sensory accessories. - Viking Helmet template. 	<p>Engagement and completion of the task to the best of the users ability.</p> <p>Future learning opportunities for students who had not yet demonstrated the core learning outcomes and to challenge and extend those students who had already demonstrated the core learning outcomes</p>
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<p>8/9</p> <p>Wed. 12.08.19</p>	<p>Viking Mural</p> <p>Using mixed media materials, and using the murals as a guide, students learn to both look and create art that incorporates their community and then they learn how to collaborate to create a group project.</p> <p>Swords- Between the next two sessions at the flexibility if the students. They will decorate their own cardboard sword, ready for thurs.</p>	<p>Service Users will be able to:</p> <ul style="list-style-type: none"> - learn to look at art and describe what they see. - participant in our community mural through different methods of painting. - notice both artwork and buildings and spaces in their community that they may have never noticed before. 	<p>Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. <i>Hand on hand</i> may be required with a selection of service users. HI 5 behavioural management will be used in all situations.</p> <p>Service Users : Individual activity to promote independence and sense of self. Hand eye coordination, dexterity.</p> <p>Large Motor Skills: Apply the paint to the wall.</p> <p>Social Skills: Children talk about the progress of the mural, taking pride in their part through conversations.</p> <p>Emotional Skills: The labors that such a project take will connect child with finished community project.</p> <p>Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language.</p> <p>Sensory Skills : The texture of the paint, cold, wet, sticky. The roughness of the dry paper and cardboard stamps.</p> <p>Cognitive Skills :The process of painting: Colours may change when mixed. Different texture can be achieved with varied application.</p>	<p>Laminated Alphabet Flashcards, correlating Viking Alphabet on the back for easy translation. (all corners are rounded for the comfort of the students)</p> <p>Routine activity:</p> <ul style="list-style-type: none"> - Brian Boru audio story - calming nordic music - A selection of Celebrity Faces with an array of sensory accessories. - Viking Helmet template. 	<p>Engagement and completion of the task to the best of the users ability.</p> <p>Develop group discussion on the theme and Keywords</p>
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<p>9/9</p> <p>Thursday 13.08.19</p>	<p>Viking Mural Presentation.</p> <p><i>Dress up day.</i> <i>Music</i></p> <p>Viking Long boat- Balloon races in the PE Hall.</p> <p>- each student certificate to award them for completing the project and becoming excellent Viking</p>	<p>Service Users will be able to:.</p> <ul style="list-style-type: none"> - Discuss and celebrate their new community mural. - Participant in a Viking long boat competition. - Receive a certificate personally award each individual for their participation. 	<p>Facilitator : visually and audibly demonstrate the task in front of the group. Applying a step by step breakdown. 1:1 motivation and reminders will be needed. <i>Hand on hand</i> may be required with a selection of service users. HI 5 behavioural management will be used in all situations.</p> <p>Service Users : Individual activity to promote independence and sense of self. Hand eye coordination, dexterity.</p> <p>Large Motor Skills: Rolling out the paint , Applying the Viking stamp to base. Social Skills: Children talk about the progress of the print, taking pride in their work through conversations.</p> <p>Emotional Skills: The labors that such a project take will connect child with finished project.</p> <p>Cooperative Skills : Children share materials. This is a group effort where children construct together.</p> <p>Language Skills: Keywords and illustrations about final outcome promote language.</p> <p>Sensory Skills : The texture of the paint, cold, wet, sticky. The roughness of the dry paper and cardboard stamps.</p> <p>Cognitive Skills :The process of painting: Colours may change when mixed. Different texture can be achieved with varied application</p>	<p>Routine activity:</p> <ul style="list-style-type: none"> - Brian Boru audio story - calming nordic music - A selection of Celebrity Faces with an array of sensory accessories. - Viking Helmet template. 	<p>Engagement and completion of the task to the best of the users ability.</p> <p>Develop group discussion on the theme and Keywords</p>
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