

Oak Room's Home Learning



Term 3

January 25 - March 25

Theme: Taking part in the Community/New Places

This term we will be focusing on exploring our community, Learning in a Different Environments, and accessible places we can visit.

Scan the QR code on the bottom for more information.

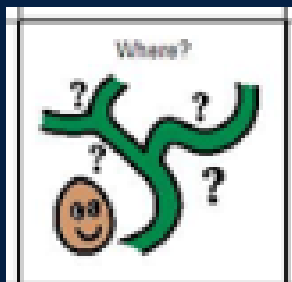
SQA Making a Journey



SQA Learning in a
Different Environment



Making a Journey



In class we have been deciding where we would like to go on a journey. Using PODD our communication partners have modelled pathways to select places we would like to go and given students the opportunity to voice their opinions.

Show or tell me the choices first so I know all of the options available.
(using symbols or gesture to support if needed).

It is difficult to make a choice when you really like all of the options or if you are indifferent. The option of 'something else' should be used if possible.

You may need to model choice making and explicitly reference this.

Not making a choice is a choice!



Try working with PODD to model where you would like to go, your child may watch you do this or engage by looking towards you, looking away, stilling, reaching, verbalizing or pointing at what they would like. Take some pictures of planning your journey, how you would like to get there and who you would like to go with using the students preferred method of communication.



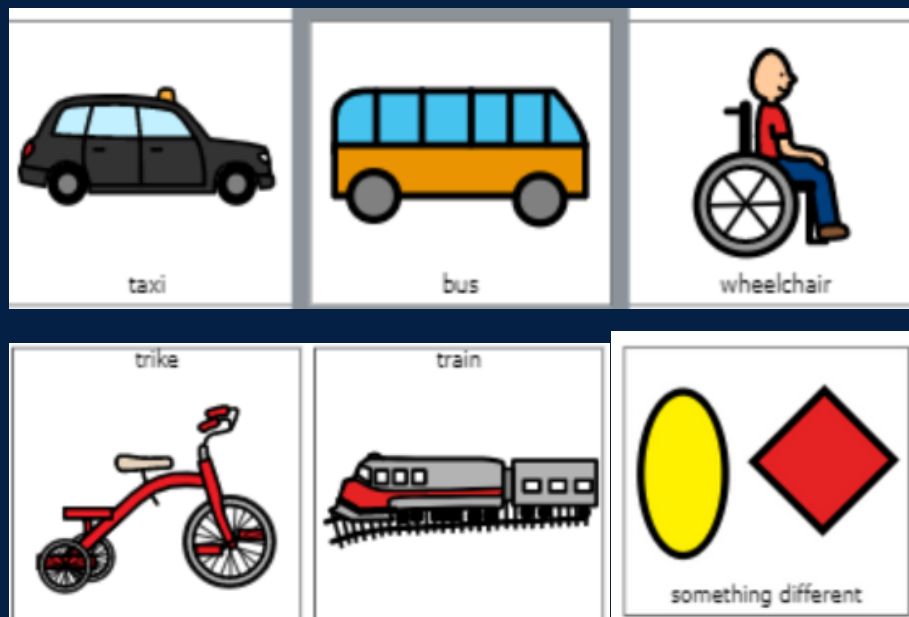
Scan the QR
code for A Directory of
Changing Places Toilets in
Scotland



Making a Journey



Here are a few suggestions on how you could get to your chosen destination. It could be fictitious or somewhere you are thinking of going to.



Scan the QR code below to find out information on Scotrail Accessible travel

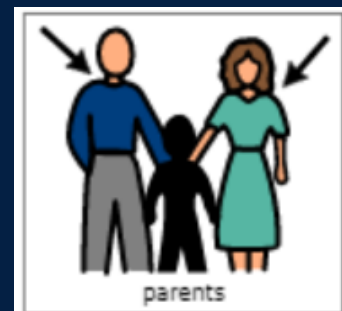
Watch the Video by scanning the QR code relating to different modes of transport and chat using PODD.



Making a Journey



Chat about who you would like to go on the journey with and what you would need to take.



Scan the QR code to look at some activities you might do with family friends or carers



Talk about the things you will need to take with you on your journey.

Making a Journey



Talk about The people who can help you out in the community.

Scan the QR code below to watch or listen to a video about the people who can help us in the community. Pause if your child shows an interest in something and chat using PODD about the things you see.



Continue to work on any of the skills mentioned below :

MATP -Motor Activity Training Programme

Mobility: Any activities that involves an individual moving themselves.

- Assisted walk (can be slalom or obstacles too)
- Self-propelling in a wheelchair (can be slalom too)
- Moving across a mat (log roll)

Dexterity: Activities around fine manipulation and throwing.

- Throwing activities
- Grasp and release activities
- Knocking down skittles using a variety of balls/ramps
- Bean bag lift and drop

Kicking: Moving anything with their lower body.

- Pushing a ball/skittles/cones with legs or feet
- Walking through skittles

Striking: Moving anything with the upper body.

- Hitting balls with any racket to a target
- Sliding an item off a table
- Knocking a ball down a ramp with the hand/arm/shoulder/head
- Hitting items suspended at eye-level or shoulder height

MOBILITY

Physical ME

- GROUP OBJECTIVES FOR THIS SESSION:**
- To participate in physical activity linked to sporting events.
 - To participate in events linked to mobility.
 - To enjoy physical activity.

- In all MATP skills, four levels of assistance can be utilised:**
- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
 - Partial assistance means that the teacher/coach may touch, guide or verbally prompt, guide or direct the athlete but without physical assistance.
 - Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
 - Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use - perhaps based upon what colour, smell or texture they prefer. Modification, adaptation and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME

Leading and volunteering

- Encourage young people to:**
- Select their own music.
 - Select their own activities.
 - Only introduce one activity/movement at a time.
 - Support each other.

WWW.YOURSCHOOLGAMES.COM

Thinking ME

KEY VOCABULARY:

Roll, move, shuffle, push, step, over, walk.
Keep statements/directions short, direct and concise.
Give encouragement often and praise when appropriate.

Tactical ME

How to improve: This is a journey for the athlete. Improvement may be made in small increments in some activities; others may show sudden leaps in ability.

Communication: Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athletes.

Think Inclusively - STEP

- Space:**
- Young people can practise skills in a small space (for example, lying or sitting on a mat) or walking, with or without assistance, along a designated route.
 - The space can be adapted to match the ability of the athlete; an assisted walk can begin with a few steps initially, and progress towards the 10 metre target.

- Task:**
- Gross motor skill activities involve ways of moving or propelling the body forwards, backwards, up, down or side to side.
 - The athlete can begin with total or partial assistance, as required, but try to move towards independent movement, even if this is not the entire skill.

- Equipment:**
- MATP identifies specific equipment required for the performance of each skill. However, this can be modified or adapted using available materials. The focus is on the development of the skill which is not dependent on specific equipment items.

- People:**
- The coach needs to develop a close understanding of the athlete, their functional ability and ways of encouraging them to extend their mobility. The ability to recognise when movement adaptation is required is important in this respect.
 - Each athlete will need to approach the development of their movement skills in a different way. For example, some may be able to use their arms to initiate a body roll; others may need to rely on turning their head to influence body movement.

Sporting ME

Spirit of the Games

Determination: I am very determined however difficult or easy to practise the MATP skills that I have been training towards every week - with my determination comes my success.



DEXTERITY

Physical ME

- GROUP OBJECTIVES FOR THIS SESSION:**
- To participate in physical activity linked to sporting events.
 - To participate in events linked to dexterity.
 - To enjoy physical activity.

- In all MATP skills, four levels of assistance can be utilised:**
- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
 - Partial assistance means that the teacher/coach may touch, guide or verbally prompt, guide or direct the athlete but without physical assistance.
 - Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
 - Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use - perhaps based upon what colour, smell or texture they prefer. Modification, adaptation and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME

Leading and volunteering

- Encourage young people to:**
- Select their own music.
 - Select their own activities.
 - Only introduce one activity/movement at a time.
 - Support each other.

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Thinking ME

KEY VOCABULARY:

Reach, touch, look, grasp, release, grip, point, move, let go, drop, open your hand, push.

Tactical ME

How to improve: The teacher/coach can work on the basic movements required for each skill area without using equipment (balls, etc) in order to establish a movement pattern. **Communication:** Consistent positive encouragement can support and motivate each athlete.

Think Inclusively - STEP

- Space:**
- Space can be manipulated in various ways to facilitate MATP skill developments.
 - For example: **Dexterity:** gradually increasing the distance that the athlete moves their arm.

- Task:**
- Skill development can progress through task adaptation. For example: **Dexterity:** the athlete may be able to pick up a bean bag using a pinch (thumb and forefinger) initially before developing the ability to open the hand.

- Equipment:**
- Equipment can be adapted in many ways to facilitate MATP skill, development and preferences of the individuals.

- People:**
- Some athletes will find certain MATP skill areas more suited to their own functional ability than others. However, all the activities can be adapted in order to give each young person the opportunity to try each skill.

Sporting ME

Spirit of the Games

Determination: I am very determined however difficult or easy to practise the MATP skills that I have been training towards every week - with my determination comes my success.



STRIKING & KICKING

Physical ME

- GROUP OBJECTIVES FOR THIS SESSION:**
- To participate in physical activity linked to striking and kicking.
 - To participate in events linked to striking and kicking.
 - To enjoy physical activity.

- In all MATP skills, four levels of assistance can be utilised:**
- In total assistance, the teacher/coach supports or assists the athlete with the entire movement.
 - Partial assistance means that the teacher/coach may touch, guide or verbally prompt, guide or direct the athlete but without physical assistance.
 - Where verbal and visual assistance is used, the teacher/coach may verbally prompt, guide or direct the athlete but without physical assistance.
 - Independent movement is where an athlete completes the movement or task without assistance from the teacher/coach.

Person-centred activities allow each young person, for example, to help choose the type of ball that they would like to use - perhaps based upon what colour, smell or texture they prefer. Modification, adaptation and personalisation of all sports skill activities is highly encouraged. For example, it's a good idea to have expected outcomes but it is the progression towards attaining the necessary skills, and not the actual achievement of the skill, that's important.

Social ME

Leading and volunteering

- Encourage young people to:**
- Select their own music.
 - Select their own activities.
 - Only introduce one activity/movement at a time.
 - Support each other.

WWW.YOURSCHOOLGAMES.COM

Thinking ME

KEY VOCABULARY:

Striking: Push, hit, knock, strike.
Kicking: Kick, push, hit, knock.

Tactical ME

How to improve: This is a journey for the athlete. Improvement may be made in small increments in some activities; others may show sudden leaps in ability.

Communication: Both the athlete and the coach need to work together to achieve the end result. The coach needs to recognise verbal and visual signals from their athletes.

Think Inclusively - STEP

- Space:**
- Space can be manipulated in various ways to facilitate MATP skill developments.
 - For example: **Kicking:** varying the distance between the athlete and the target; initially the ball can be almost touching the skittles.
 - Striking:** gradually increasing the distance that the athlete moves their arm.

- Task:**
- Skill development can progress through task adaptation. For example: **Striking:** a ball can be struck from a tee using the hand only; progress to a small, easy-to-hold ball; finally a longer handled bat can be used, possibly using both hands.

- Equipment:**
- Equipment can be adapted in many ways to facilitate MATP skill development. For example: **Kicking:** for athletes performing from a seated position (for instance, wheelchair users), the ball can be positioned on a small platform or step at a convenient height for the foot.

- People:**
- Some athletes will find certain MATP skill areas more suited to their functional ability than others. However, all the activities can be adapted in order to give each young person the opportunity to try each skill.

Sporting ME

Spirit of the Games

Determination: I am very determined however difficult or easy to practise the MATP skills that I have been training towards every week - with my determination comes my success.



Craighalbert Centre
Enabling Children to Achieve

What are these activities helping us to learn?

Communication:

Attention Skills

Preference and Choice

Interaction

Cognition:

Making connections

Self and Emotion:

Awareness

Regulation

Functional movement:

Fine motor

Gross motor

Coordination (inclusive of Eye Gaze)

I hope you have enjoyed completing some of the activities and learned something new! If you can send in a message or some pictures of the activities you have completed we can have a chat about them in class. It can also support the SQAs your young person is working towards.

THANK
YOU

Eleanor and the team