Home Learning – Pamela Meddings SFC2

The activities provided link to the current learning that the students are engaged with in school. The accredited modules currently being delivered are ASDAN Towards Independence and ASDAN Personal Progress. All students will be able to access the activities with differing levels of support and personal interests.

Developing Communication Skills: sensory

Communicating through sound

Activities:

1. Listen to different kinds of music. This can be CD players, tablets, television etc.
2. Show which music you like and dislike. How do the students communicate their likes and dislikes? Is this through facial expression, vocalization, whole body movement, etc?
3. How do the students communicate if they want the music to stop or continue? Are they able to operate equipment independently, for example, selecting a song on a tablet to play, pressing the start/stop buttons on CD players, taking your hand to start/stop the music.
4. Experiment with the volume/tempo of music, do the students show a preference for loud or quiet music or fast/slow music. Is there a particular style of music that is preferred?
5. Explore a range of sounds within the house, for example:
* Running water into the sink (leads onto helping with washing up)
* Adding milk to cereal (links to making meals independently)
* Placing cutlery/items into soapy water
* Vacuuming
* Making popcorn
* Using a blender
1. Which household sounds are liked/disliked?
2. Use tablets to listen to sounds in the community for example:
* Busy roads
* Supermarkets
* Pelican crossings
* Different transport
* People
* Animals
1. Use key words to describe the sounds made by different things in the community.

Engaging with the world around me: Objects

Kitchen Equipment

1. Explore a variety of kitchen objects.
2. Experience and use objects made from different materials, for example, wooden spoons, plastic bowls, metal sieves etc.
3. Use these objects to involve students in cooking. (We have been making biscuits at school)
4. Use wooden spoon/whisk to mix ingredients together
5. Add ingredients to a bowl or weighing scales using a metal spoon
6. Count spoons of flour/sugar needed
7. Explore the smells, taste, texture of different ingredients.
8. Choose which equipment to use from a choice of two items, for example a wooden spoon or a cup.
9. Use blenders/mixers/microwaves/oven with support. Keeping safe, use oven gloves, keep fingers away from mixer, not touching switches with wets hands etc.
10. Enjoy afternoon tea together through tasting the biscuits/cakes made. Students could prepare drinks with support, count biscuits on to plate and choose where to have afternoon tea.

Developing Communication Skills

All of the activities link to communication skills and focus needs to be on listening and responding to other people. Give lots of time for students to respond to requests/instructions and keep words to a minimum. Some students will be able to give verbal responses, others will need gestural prompts and some students will need to be given real objects to make choices and show preferences. Naming objects that are being used with one word will help communication skills.

Alongside these activities, there will be lots of time for relaxation and time to share enjoyable activities together, this is communication, preparing students for adulthood through developing personal interests.