Dot Power Day brief PROGRAM Tuesday 8th September 2015

**Aims:**

**Braille reading:** light fingers, flowing motion, many fingers on the page, modelling, success through simplicity and repetition  
**Braille illustrations:** concept of objects being represented in 2D, identifying illustrations, drawing, success through exploration  
**Music:** encouraging students to see themselves as potential musicians  
**Braille music:** discovering the code, learning simple rhythm notation, an idea of the relationship between braille and print music codes  
**Musical instruments:** enhancing enjoyment of music listening by knowing about instruments: size, shape, how they are played  
**Paralympics:** awareness of variety of sports available to people who are blind, interest and enthusiasm, success, encouraging students to see themselves as potential Paralympic athletes  
**Orientation and Mobility:** independence, cane technique, arranging your workspace, managing your locker and belongings  
**Classroom and social conventions:** taking turns, following instructions, facing people when speaking  
**Daily Living Skills:** independence, healthy nutrition, kitchen safety, kitchen skills, following recipes  
**Careers:** encouraging students to consider music, writing, teaching and other career options  
**Leisure and Recreation:** playing card games, organising cards, following rules, memorising card content, turn taking, winning/losing politely
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<tr>
<th>TIME</th>
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<th>MATERIALS</th>
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| **9.30** | **Arrival & orientation** | • Toys – touch table  
  • Instruments  
  • Locker numbers list |
| **Adult Free if poss** | • Free play – children encouraged to introduce themselves to each other, bags in lockers, toilet, meet and greet | |
| **9.50** | **Morning talk and songs** | • Guitar  
  • Trumpet  
  • Trays/boards and non-slip mat  
  • Titles of songs in book  
  • Do-braille sheets  
  • Recipe book |
| **Floor and play setup** | • Introductions – students and teachers  
  • Sing songs  
  • Find out about each other!!  
  • (Perhaps Do-braille song)  
  • Pasties song: Yum yuck yum  
  • Extension: Reporter / backup instrumental | |
| **10:10** | **Recipe book – Early Readers** | • Do-braille sheets  
  • Recipe books  
  • Matching cards: ingredients  
  • Blu-tak  
  • Non-slip mats  
  **Power:**  
  • Recipe books  
  • Perkins  
  • Paper |
| **Recipe book – Power Readers** | • Read through recipe book together  
  • Identify tactual images  
  • Read in chorus  
  • Read in turns  
  • Use recipe book to plan cooking  
  • Choose ingredients  
  • Re-write the recipe with your chosen ingredients – use recipe book to find spelling | |
| **10:40** | **Vegetables identification** | • Ingredient identification cards:  
  - pictured cards  
  - words only on cards  
  **Ingredients:** Potato, Peas, Carrot, Turnip, Cheese, Onion, Rosemary |
| **Tables** | • Using recipe book, compare the pictures with the real fresh vegetables.  
  • Find the correct page in the recipe book to match the vegetable.  
  • Notice the identifying features: texture, size, shape, smell  
  • Extension: Write a description of one / each vegetable on BrailleNote / Perkins |
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<tr>
<td>11:00</td>
<td>RECESS – Big space&lt;br&gt;Yard duty:</td>
<td>• First aid bag, staff mobile phones if they don’t mind, remote phone</td>
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<td>11:20</td>
<td><strong>Cooking: Pasties</strong>&lt;br&gt;IMPORTANT SAFETY: Talk about knives and food processor blades, electricity&lt;br&gt;IMPORTANT HYGEINE: WASH HANDS&lt;br&gt;Students follow recipes to make pasties.&lt;br&gt;• use the food processor to grate/chop the vegetables&lt;br&gt;• mix their choice of vegetables with the minced meat&lt;br&gt;• cut a circle out of the puff pastry&lt;br&gt;• place mix on the pastry&lt;br&gt;• fold the pastry in half&lt;br&gt;• press down the edges of the pastie&lt;br&gt;• cook for approx. half an hour – moderate oven</td>
<td>• Recipe books&lt;br&gt;• Ingredients:&lt;br&gt;  o Potato&lt;br&gt;  o Peas&lt;br&gt;  o Carrot&lt;br&gt;  o Minced meat&lt;br&gt;  o Turnip&lt;br&gt;  o Cheese&lt;br&gt;  o Onion&lt;br&gt;  o Rosemary&lt;br&gt;  o Puff pastry&lt;br&gt;• Food processor, oven trays, baking paper, forks, knives, peelers, cutting boards</td>
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<td>12:00</td>
<td><strong>Musical instrument discovery</strong> – Joanne and Hui Lin from MLC&lt;br&gt;Musical instruments are demonstrated by talented young musicians.</td>
<td>• Musical instruments</td>
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<td>12:20</td>
<td><strong>Braille Music</strong>&lt;br&gt;• Comparison between braille music and print music&lt;br&gt;• Tap and play the 5 Cheeky Monkeys song using angel chimes</td>
<td>• 5 Cheeky Monkeys in braille&lt;br&gt;• Tactual print/braille pages&lt;br&gt;• Angel chimes</td>
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<td>12:40</td>
<td><strong>Lunch</strong>&lt;br&gt;Pasties!! Eat outside if possible&lt;br&gt;Yard duty:</td>
<td>• First aid bag, staff mobile phones, remote phone&lt;br&gt;• Bell balls</td>
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<td>1:10</td>
<td><strong>Go Fish</strong> card game&lt;br&gt;Groups of 3 children, each group with an adult helper&lt;br&gt;Power Readers read instruction cards while others follow. Focus on:&lt;br&gt;• organising cards&lt;br&gt;• following rules&lt;br&gt;• memorising card content&lt;br&gt;• turn taking&lt;br&gt;• winning/losing politely</td>
<td>• Go Fish cards:&lt;br&gt;  o Early Readers: pictured cards&lt;br&gt;  o Power Readers: words only on cards&lt;br&gt;• Go Fish rule sheets&lt;br&gt;• Non-slip mats</td>
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<td>2:00</td>
<td><strong>Songs</strong>&lt;br&gt;• Revision of rhythms and concepts through music</td>
<td>• Guitar, musical instruments&lt;br&gt;• Sound recording equipment</td>
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