Thematic Unit (PMLD)

Northern Ireland Curriculum

To Infinity and Beyond

OVERVIEW

In this unit learners gain an awareness of outer space and space travel. This awareness is developed and embedded through a range of carefully planned and personalised sensory experiences such as poetry, stories, songs, ICT, art and music. These activities are suggestions only. You can adapt or extend them to suit your learners' age, cognitive ability and specific needs.

Please note: before beginning an activity, check that all the resources are suitable for your individual learners. For example, some essential oils may not be appropriate for young children and others may have contraindications for learners with complex medical needs, life-threatening conditions and/or epilepsy. It is advisable to consult a trained therapist before using essential oils.

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Learning Activity 1

Outer Space

Setting the Scene

Outer space is something most of us will never really experience. However, we can recreate it in our classrooms. It's all about stimulating the senses through a wide range of experiences related to this theme.

Decorate your classroom with resources from **www.twinkl.co.uk** (use the word *'space'* to search) or ideas from **www.pinterest.com** (use the words *'outer space – sensory'* to search) or transform your classroom into the NASA space station. Add spaceship portholes to your classroom windows and use your learners' artwork to transform your classroom door into a rocket. This will help to create an atmosphere from the moment your learners arrive at their classroom.

What to Do

Introduce your learners to the activity by explaining that they are going to learn all about space. Place a silver emergency blanket over them or encourage them to wear a pair of moon boots.

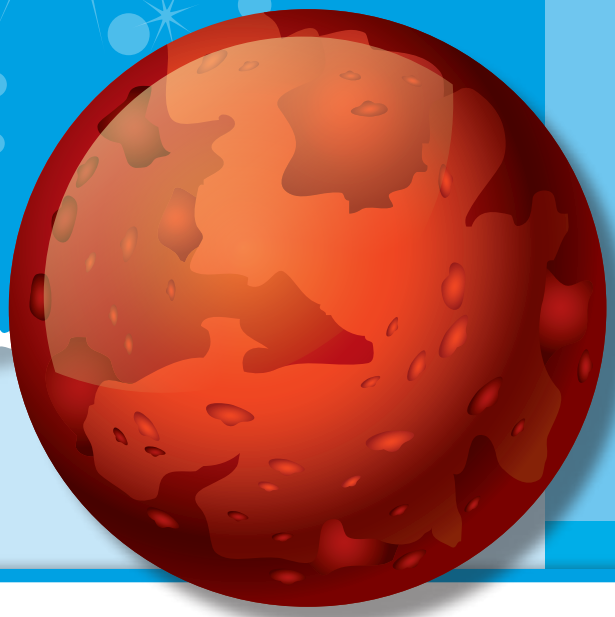
To set the scene, darken the room and play a piece of cosmic music (downloaded from *Audio Networks*). If possible, move the learners around the room as you talk about the sky at night, darkness, twinkling stars, meteor showers, the moon and the planets.

Slowly introduce one experience at a time.

If possible, connect twinkling fairy lights to a switch. For battery-operated lights, you will need a battery switch adaptor and a switch. For mains-operated lights, you will need a PowerLink and a switch. You can find these at **www.inclusive.co.uk**. Give your learners opportunities to switch the lights on and off. Encourage them to examine the lights from different angles. You may wish to sing *Twinkle, Twinkle Little Star*, depending on the age of your learners.

Introduce your learners to a meteor shower in outer space by using an app such as *Visual Effects*. Depending on the number of tablets you have, encourage each learner to use this interactive app to experience cause and effect. Encourage staff to use words like 'whoosh', 'whee' and 'crash' as they talk to your learners. If you are still playing space music in the classroom, simply mute the tablet before starting the app.

To increase the effectiveness of the app, display it on an interactive whiteboard (either wirelessly or with a cable) or use a projector to project it onto an umbrella or net laundry basket. This activity will allow each learner to experience the meteor shower at close proximity and, if appropriate, reach out to explore it from different angles.



Areas of Learning

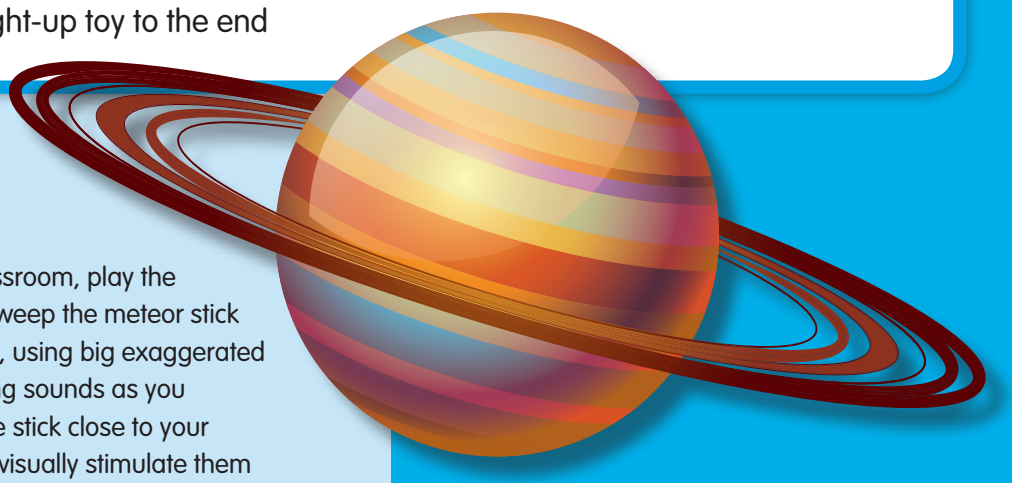
Primary
Language and Literacy
The World Around Us

Post-Primary
English
Environment and Society
Science and Technology

Cross-Curricular Skill
Using ICT

What You Need

- Silver emergency blanket (to place over your learners' legs or wrap around their shoulders)
- Moon boots (wellington boots covered in foil)
- White fairy lights (stars)
- Data projector attached to a laptop and access to the internet
- Interactive whiteboard
- Tablet
- Cat toy on a stick or something similar, with the handle covered in black crêpe paper and tinsel and metallic streamers attached to the string and end to make it look like a meteor. If possible, attach a glow-in-the-dark or light-up toy to the end
- Mini silver scourers
- Access to *Audio Networks* through C2k to search for and download a track called *Meteor*
- Large cardboard moon painted grey with egg cartons stuck to it to resemble craters
- Long roll of bubble wrap
- Large cut-out or 3D stars and planets to hang from the ceiling in the centre of the group. Before starting this topic, you can involve your learners in covering large paper lampshades or balloons in papier-mâché to make planets.
- Instructions for making a solar system mobile: search for 'solar system model' at **www.enchantedlearning.com**



To create an atmosphere in the classroom, play the downloaded track called *Meteor*. Sweep the meteor stick (cat toy on a stick) around the room, using big exaggerated movements. Make lots of whooshing sounds as you engage with your learners. Hold the stick close to your learners and then move it away, to visually stimulate them and encourage tracking. Drop mini silver scourers from a height or throw them from one learner to another to build and develop the skill of anticipation.

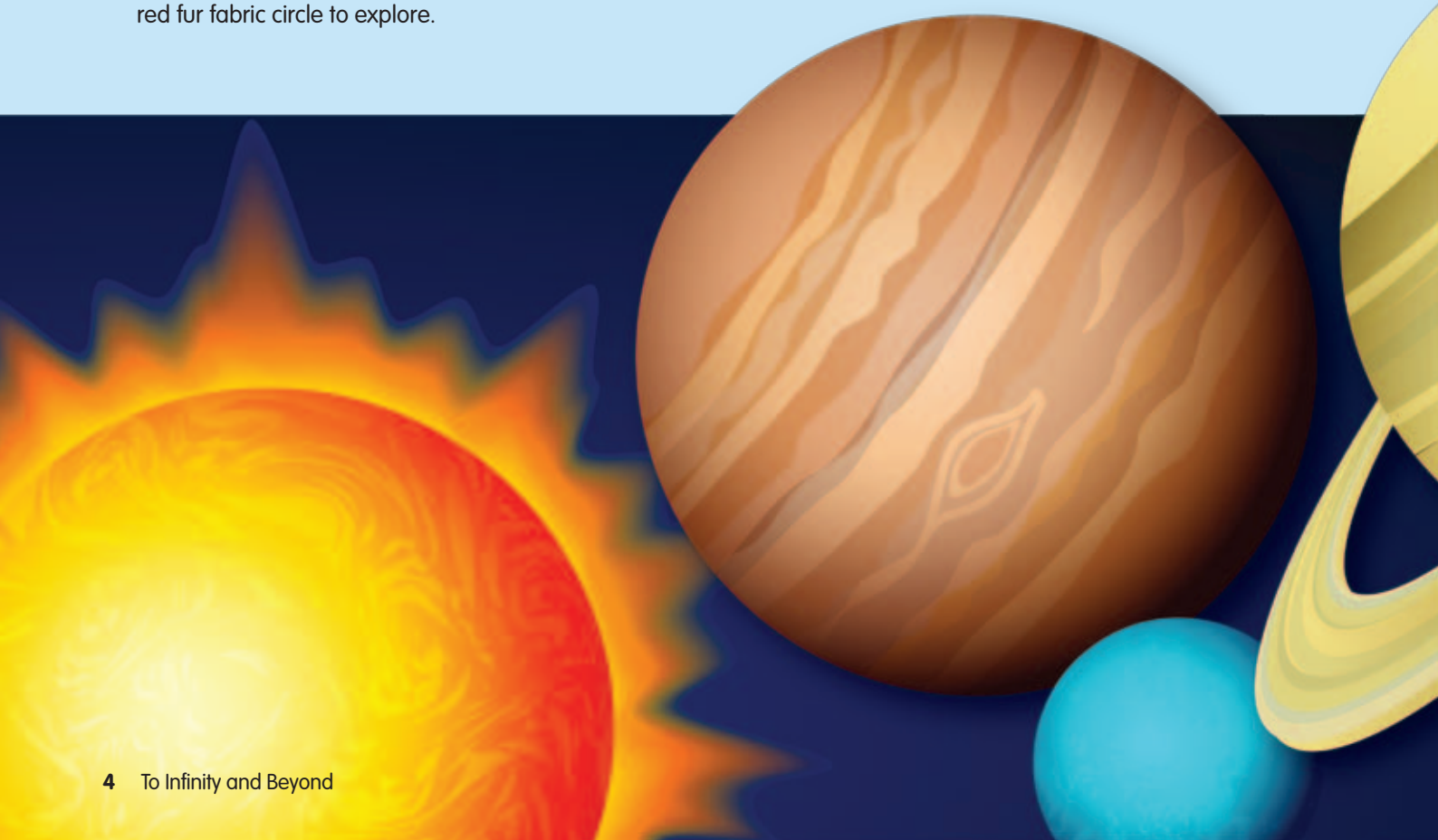
Learning Activity 1 (continued)

Outer Space

Finally, it's time to explore the planets. Lay some bubble wrap out on the floor and encourage each learner to move over it, either on foot or in a chair. What can they hear? Is that the sound of the moon? As one learner does this, pass the cardboard moon around the group, allowing time for each learner to feel it, look at it and listen to a member of staff describe the experience, for example 'the moon is bumpy', 'the moon is big', 'the moon is grey' or 'the moon is cold'.

Use a torch to focus each learner's attention on one planet at a time. Use individual sensory experiences to represent each planet as you talk about it:

- **Mercury** is very cold – pass an ice pack around your learners, letting them feel it.
- **Venus** is hot and covered by clouds of water vapour – spray your learners lightly with warm water.
- **Mars** is known as the red planet – give your learners a red fur fabric circle to explore.
- **Jupiter** spins very fast and makes lots of different weather in the clouds – let your learners feel some cotton wool or wadding.
- **Saturn** spins very fast and this creates hurricane-like storms – use a fan with streamers attached to create a wind effect. If available, attach an electric fan to the PowerLink and give each learner the experience of turning the storm on and off.
- **Uranus** is a blue-green colour. Encourage your learners to explore a circular card painted blue-green or a blue and green jelly.
- **Neptune** is named after the Roman god of the sea – give your learners a bowl with blue water (soak a small amount of blue crêpe paper in water to give it a blue colour) to investigate.
- **Pluto** is very small – pass around a small, light grey or silver ball that fits into your learners' hands.



Through your learners' responses, you will be able to assess which stimuli they react to best. This may be useful for planning future lessons. It is not essential to use all the sensory experiences every time you have a lesson. However, it is important to repeat activities so that your learners can embed the key concepts.

Remember to take photographs of the different experiences and learner reactions. These will be useful for class discussions and for creating a sensory book in one of the other activities.

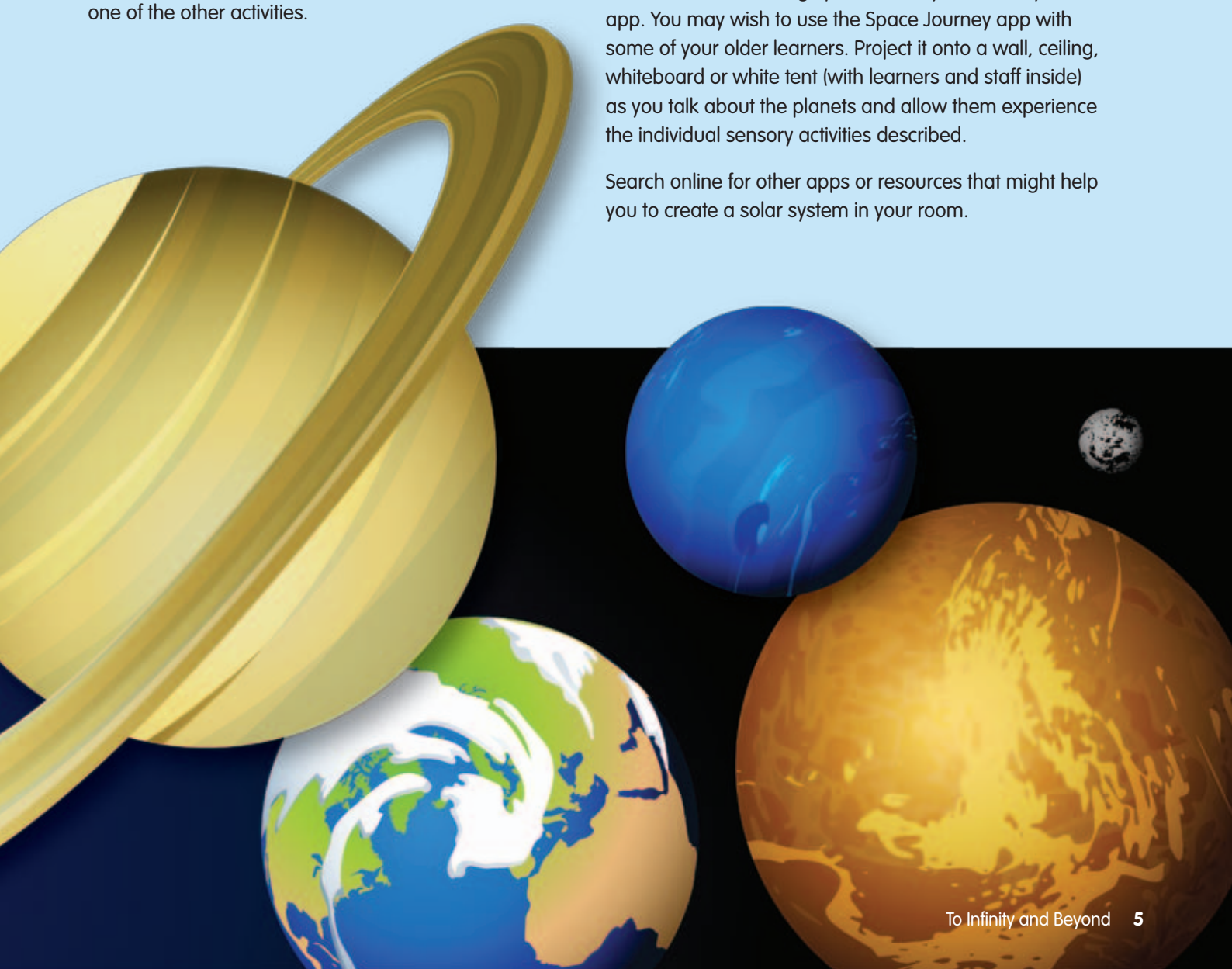
Further Suggestions

Amazing apps

Go to **http://amazingspacejourney.com** and explore this app. For some learners this will provide an augmented reality (AR) experience. You will need to download and print the augmented reality board from the website.

Download the *Amazing Space Journey 3D Solar System* app. You may wish to use the Space Journey app with some of your older learners. Project it onto a wall, ceiling, whiteboard or white tent (with learners and staff inside) as you talk about the planets and allow them experience the individual sensory activities described.

Search online for other apps or resources that might help you to create a solar system in your room.



Learning Activity 2

Rockets

Setting the Scene

Explain to your learners that they are going to learn about rockets. Show them different types of rockets from books, posters, toy or model rockets or images on a tablet. You may even want to add some junk materials to a younger learner's chair to turn it into a rocket.

What to Do

Search online for 'rockets videos for kids' and apps about rockets. In *Pathé News* on C2k you will find lots of videos of the first journeys into space. Some of these have sound and some do not, but many will provide a suitable stimulus for your learners.

Gather your learners into an area where they can see a range of rockets (models, pictures or on screen). Encourage them to look, feel and experience the rockets. As they examine the rockets, talk about the different parts such as the windows, the door, the rocket boosters, the fuel tank and the orbiter. (There are two rocket boosters to lift the shuttle off the ground and blast it into space. The tank on the outside of the shuttle holds the fuel for the boosters to launch the rocket. Orbiters carry the passengers, astronauts and their supplies.)

Introduce the children to the song *We Love Rockets* and then finish with the song again.

Let's Make A Rocket!

Experience 1 (Cardboard Rockets)

- Give your learners a range of brightly coloured or metallic paints. If appropriate, allow them to choose a colour from the range of two or three, to develop choice and decision-making. Talk to your learners about the colours and the choices available.
- Support each learner to choose a cardboard tube to use as a rocket. Encourage them to explore the tube, by:
  - feeling it on different body parts;
  - looking through it;
  - listening to someone talk through it;
  - making a sound into it;
  - listening to you talking about the shape; and
  - listening to the countdown through it.
- Encourage your learners (with assistance, if required) to show their preference for an item to use to paint their rocket, for example a sponge, paintbrush or glove. Ensure that each learner has enough time to show and communicate a preference. Repeat this simple choosing activity with your learners frequently to reinforce and develop their skills.
- Support each learner to paint a rocket, a cone-shaped topper and two rocket boosters (small tubes) with assistance as required.
- When these items are dry, help each learner to add the cone shape to the top of the rocket and the boosters to the bottom.
- Talk about the flames that come out of the boosters and how brightly coloured they are. Allow your learners to feel and explore a mixture of red, yellow and gold crêpe paper or tissue paper. Encourage and support them to tear the paper into strips.
- Next, add these to the boosters and encourage your learners to look at and feel them.
- Add some round windows to the rocket and let your learners admire their work.

Areas of Learning

Primary

The Arts (Music and Art and Design)
Language and Literacy
Personal Development and Mutual Understanding
Mathematics and Numeracy

Post-Primary

The Arts (Music and Art and Design)
English
Mathematics
Personal Development

What You Need

Resource 1: **We Love Rockets**

- Photos, images, 3D rockets
- Tablet/Computer (to show images/video)
- Small and large cardboard boxes
- Cardboard tubes
- Card circles (to make a cone-shaped topper for the rocket)
- Red, yellow and gold crêpe or tissue paper
- Tin foil
- Empty plastic bottles
- Tonic water and ultraviolet light
- Glow-in-the-dark stars and moons
- Glow-in-the-dark paint
- Poster paints and metallic paints
- Glitter, sequins and PVA glue
- Sponge, paintbrush or glove (to paint with)
- Rocket signs from **www.twinkl.co.uk**
- Access to *Pathé News* through C2k

Rockets

Experience 2 (Water Rockets)

- Support each learner to make their own rocket. You will need:
  - Empty clear plastic water bottle
  - Tonic water or water (if using tonic water, you will need to use an ultraviolet light to make it glow)

Range of items for your learners to choose from, for example:

- glitter
- sequins
- glow-in-the-dark bracelets
- stars and moons
- glow-in-the-dark paint

- Explain to your learners that they are going to make water rockets. Before they begin, allow each learner to touch, feel, look at and experience the materials they will be using. Ask them questions about the experience: What does the glitter feel like? How does the paint feel? Are the bottles light? What does the water feel like?
- Give your learners a choice of what to put into their water rocket. Support your learners to place their chosen items into the bottle and half fill it with water or tonic water. The bracelets will glow in the dark; the tonic water will glow if you use a small ultraviolet light. Tighten the lid on the bottle (and tape if necessary). You could ask each learner to add some windows and flames to finish the rocket.
- Encourage your learners to explore their rockets. What happens when they roll it? Can they lift it? Can they tilt it? Does it glow? Try exploring the rockets with the lights off and then introduce an ultraviolet light. How do your learners react? Take photos to record their experiences.

Finish the activity with the We Love Rockets song from **Resource 1: We Love Rockets**.

Further Suggestions

Rockets in space

See the following links for ideas about rockets, astronauts and outer space that you can adapt to suit your learners. Search for the *'space shuttle launch'* video or *'space videos'* at **www.sciencekids.co.nz**

Go to the *'Rockets and Astronauts'* video at **www.bbc.uk/learningzone**

Learning Activity 3

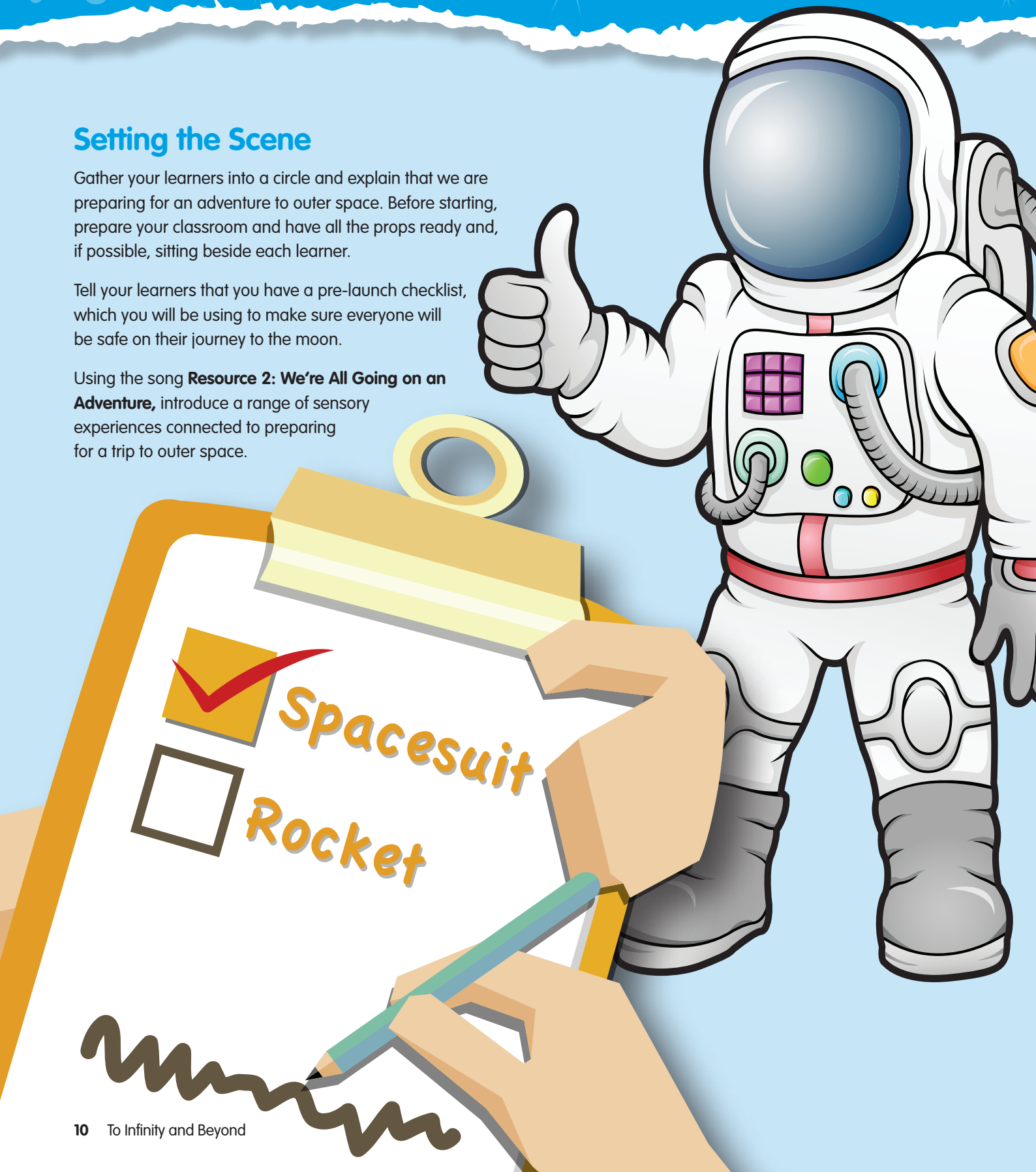
Let's Get Ready to Rumble!

Setting the Scene

Gather your learners into a circle and explain that we are preparing for an adventure to outer space. Before starting, prepare your classroom and have all the props ready and, if possible, sitting beside each learner.

Tell your learners that you have a pre-launch checklist, which you will be using to make sure everyone will be safe on their journey to the moon.

Using the song **Resource 2: We're All Going on an Adventure,** introduce a range of sensory experiences connected to preparing for a trip to outer space.



Areas of Learning

Primary
The Arts (Music and Drama)
Religious Education

Post-Primary
The Arts (Music and Drama)
Religious Education

What to Do

Use **Resource 2: We're All Going on an Adventure**. Engage your learners with the activity by singing the song as you prepare for your adventure.

Further Suggestions

Decorate

Encourage each learner to use stars and sequins to decorate their boots and/or helmet. Use a range of sensory art and craft materials to give your learners a fun and stimulating art activity.

Support each learner to decorate their passport, using their handprints and footprints and including their own photo.

Talk about how God made the planets and say a prayer of thanks.

Tell the creation story in a multi-sensory way.

Pack

Fill a small suitcase with things for the journey. Include items such as:

- Packets of dried fruit (taste)
- Moon dust or popping candy cookies (taste)
- Brush
- Toothbrush
- Clothes
- Camera

Talk about each item and encourage your learners to experience using them or to watch someone else show them how they are used.

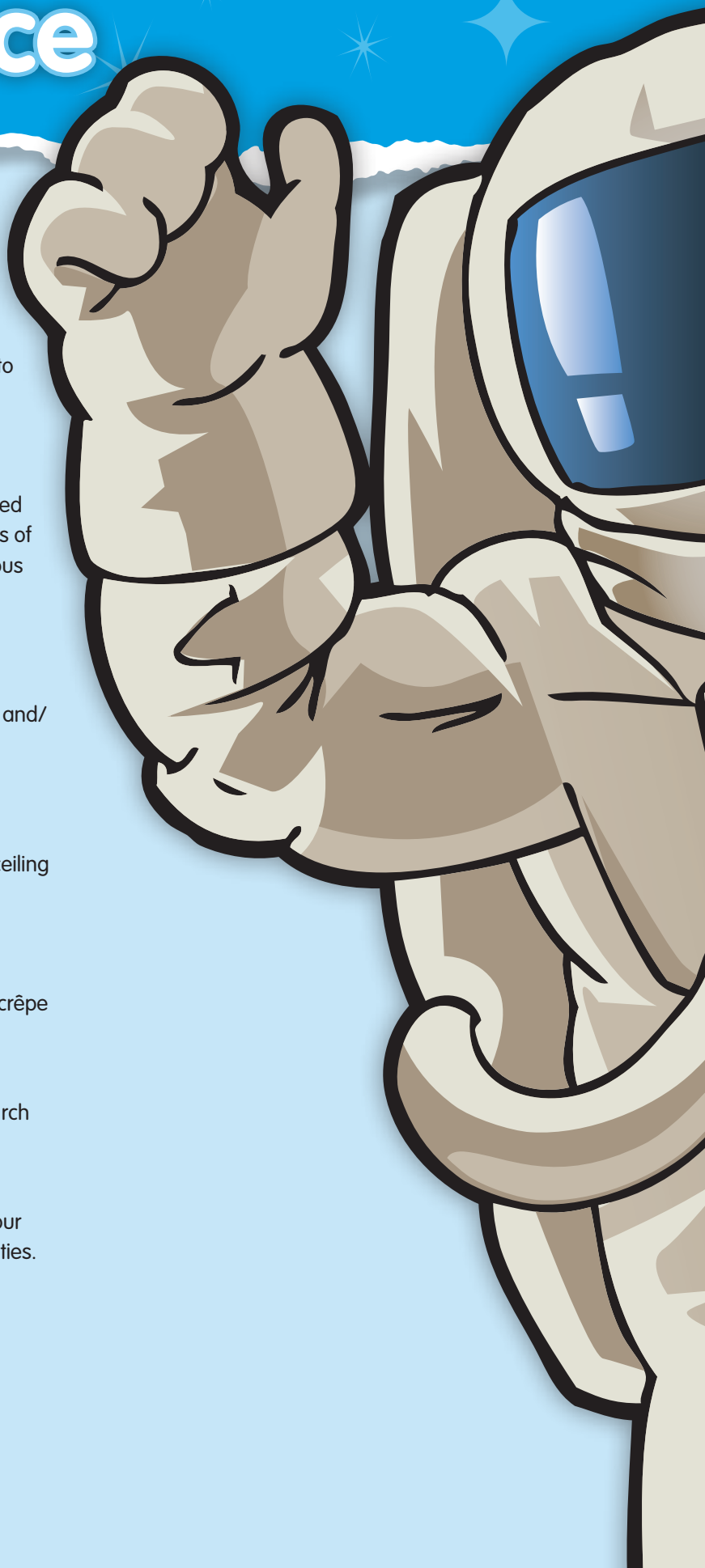
What You Need

Resource 2
We're All Going on an Adventure

- Resources such as space passports, space travel agency tickets to the moon and a pre-launch checklist (available from **www.twinkl.co.uk**)
- Space suits or costumes made from silver emergency blankets
- Moon boots or wellington boots covered in foil
- Helmets (bicycle helmets covered in foil)
- Seat belts (available from car salvage yards)
- Mirrors
- Cardboard laptops or tablets, showing a map

Learning Activity 4

Voyage to Outer Space



Setting the Scene

Explain to your learners that we have made all the preparations and we are now ready for our journey into space. We can now officially call ourselves astronauts!

Circle the group and greet each learner and member of staff by saying 'Good Morning/Afternoon Astronaut (*learner's name*)'. Ask them if they are nervous or excited about their maiden voyage to outer space. Take photos of everyone before the big blast off, as this is a momentous occasion.

Points to Note

You may need to spread this activity over several days and/or repeat it several times.

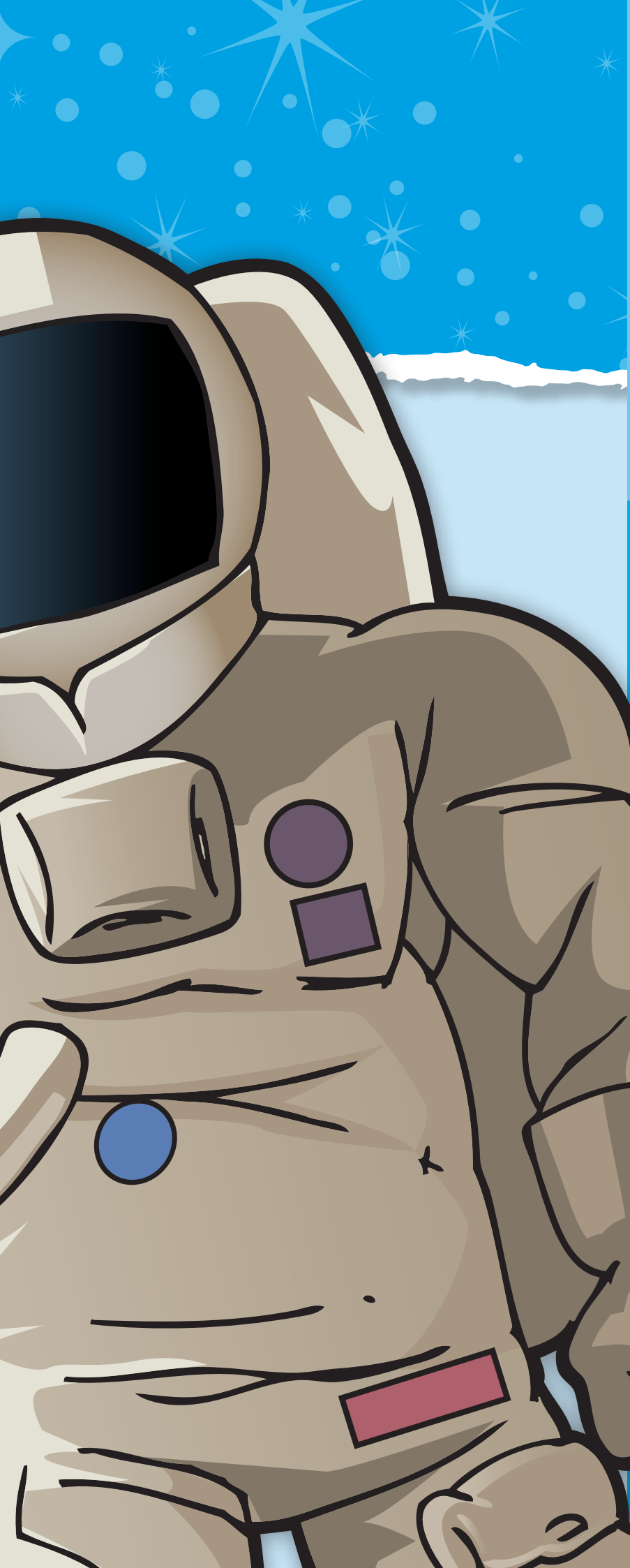
What to Do

Hang large cut outs or 3D stars and planets from the ceiling above where your learners will sit to hear the story.

Cover different shapes and sizes of balls with different textured grey coverings to create moon rocks. Use newspaper, sandpaper, bits of sponge, bubble wrap, crêpe paper, etc. and paint these grey.

Find calm, gentle music in the Mood or Atmosphere categories on *Audio Network* (available on C2k) or search for key phrases such as 'dream of sleep' or 'lava love'.

Gather your learners into one area of the room. Use **Resource 3: Voyage to the Moon** to tell the story of your journey and engage your learners in the sensory activities.



Areas of Learning

Primary
Language and Literacy
The Arts (Music and Drama)
Personal Development and Mutual Understanding
The World Around Us

Post-Primary
Language and Literacy
The Arts (Music and Drama)
Personal Development
Environment and Society

What You Need

Resource 3:
Voyage to the Moon

- Chairs or seats
- Heavy belts or seat belts
- Large cardboard windows (laminated to look like glass)
- Torch or fairy lights
- 2D or 3D moon or an image on the interactive whiteboard
- 3D stars
- Appropriate communicator
- Large white or grey sheet
- Different sized balls to represent moon rocks
- Party poppers
- Blankets
- Video footage of a rocket launch (search online or try *Pathé News* available through C2k)
- Access to C2k

Learning Activity 5

Fun on the Moon

Setting the Scene

Talk with your learners about landing on the moon. Discuss how we now have to explore some of the things we discovered while we were there. It's time to get messy. You can use each of the experiences many times with your learners. Some learners may be slightly tactile defensive to begin with, but doing short activities over time will help to build up their tolerance.

Points to Note

If you are planning to use these activities for a group lesson with one-to-one staffing, it is best to use a sensory cue to signify the start of the lesson about space. Finish the lesson with a song, for example *The Solar Song*, which is available from **www.sciencekids.co.nz**

What to Do

Experience 1: Space Goo

Take the space goo (**Resource 4: Space Goo**) out of the fridge. Encourage your learners to look and feel the bags with their feet, hands and arms. Ensure that you place it on the tops and sides of their feet, so they can experience the goo. This is particularly effective if the goo is very cold.

You may wish to include some stars or small aliens in the goo. This will add another dimension to the experience. If the bags split, simply place the goo into a bowl and this will provide a different sensory experience. Talk about the colour and texture and what it might be.

Areas of Learning

Primary
Personal Development and Mutual Understanding
The World Around Us
Numeracy and Mathematics

Post-Primary
Personal Development
Science and Technology
Mathematics

Cross-Curricular Skill
Using ICT

What You Need

Resource 4
Space Goo

- Craft star
- Moon sand
- Light box
- Cause and Effect Sensory Light Box app

Fun on the Moon

Experience 2: Craft Stars

Ingredients:
For each learner
1 or 2 slices of white bread, crusts removed.
1 tablespoon white PVA glue

With your learners, talk about how you are going to make stars using bread and glue. Help your learners to tear up the bread into small pieces and place these in a bowl. Support them to mix PVA glue into the bread with a fork. The texture should be slightly moist and sticky, but not too mushy. If it does seem wet, add a little more bread. Once you achieve the desired texture, work with your learners as they knead the dough. Encourage them to squish and squeeze it and then, with support, roll it between their palms. The texture will become more smooth and pliable as the learners work with it.

This dough will begin to dry out if you work with it for too long, so make sure you have your star biscuit cutter ready for the next step. Talk to the learners about what they are going to make (each learner will make some stars for their sensory boxes). Support your learners as they position the cutter onto the dough and press down. Place the stars onto a non-stick surface and allow them to air dry.

Give the stars a slightly glossy and coloured appearance by painting them with a mix of equal proportions of PVA glue, powder paint and water.

Experience 3: Alien Slime

What You Need

1 cup of baking soda
1 cup of corn flour
Food colouring of your choice
Water
Bowl
Paper towels or baby wipes

What to do

Involve your learners in making this slime.

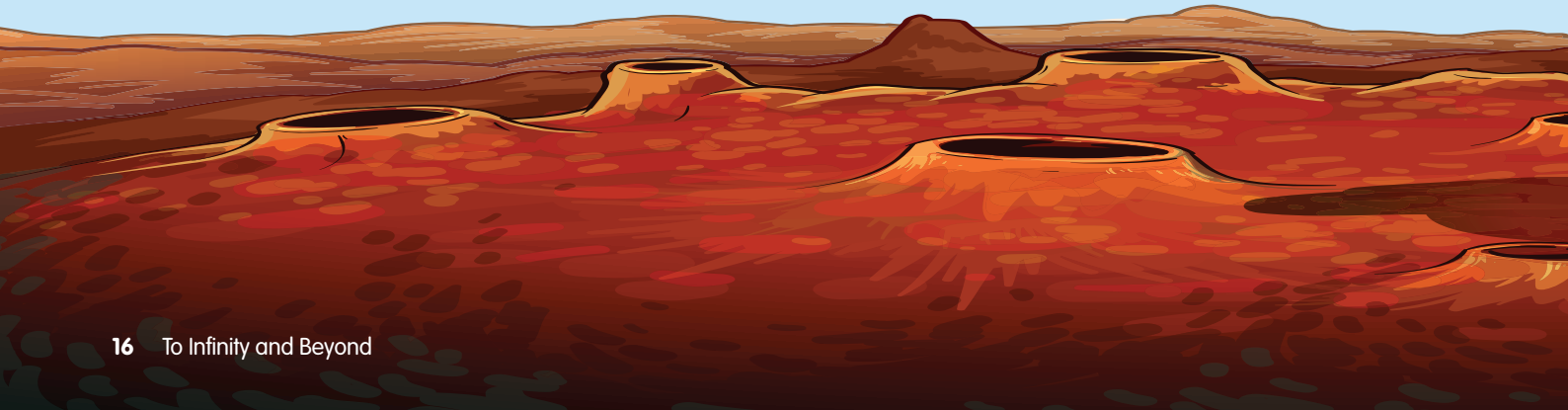
Allow them to feel and explore all the dry ingredients. This will help them to experience and/or develop an awareness of the process and what happens when you add water.

Together with your learners, add the dry ingredients to the bowl. Gradually add water to make slime. As you mix, the mixture will begin to feel more solid. With your learners, add the food colouring and mix.

Now it's ready for your learners to explore.

For more fun, you can add some aliens or space-related objects to the slime. Can your learners find them? What do they do when they discover one? What is it? Does anyone else have the same? Count the items they find.

When they have all found an object, lead a countdown and refer to a blast off. Make it fun and exaggerate all your responses to encourage your learners to want to get involved.



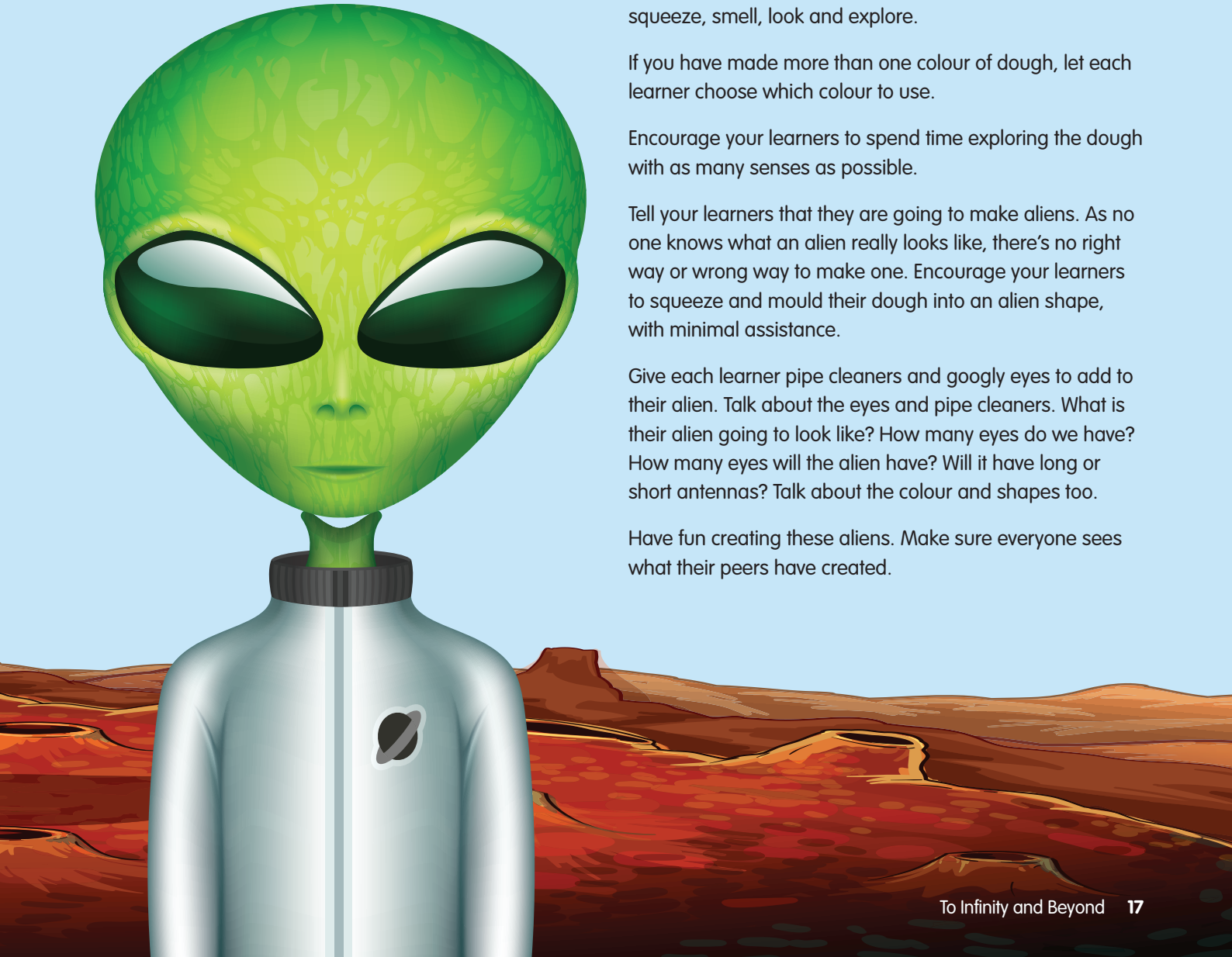
Experience 4: Alien Dough

What You Need

Resource 5: Alien Dough Recipe

What to Do

Give your learners the opportunity to choose a ball of Alien Dough. Once each learner has chosen, encourage them to feel, smell and explore the dough.



Experience 5: Make an Alien

What You Need

- Playdough
- Pipe cleaners
- Googly eyes

What to Do

Show your learners some models of aliens and allow them squeeze, smell, look and explore.

If you have made more than one colour of dough, let each learner choose which colour to use.

Encourage your learners to spend time exploring the dough with as many senses as possible.

Tell your learners that they are going to make aliens. As no one knows what an alien really looks like, there's no right way or wrong way to make one. Encourage your learners to squeeze and mould their dough into an alien shape, with minimal assistance.

Give each learner pipe cleaners and googly eyes to add to their alien. Talk about the eyes and pipe cleaners. What is their alien going to look like? How many eyes do we have? How many eyes will the alien have? Will it have long or short antennas? Talk about the colour and shapes too.

Have fun creating these aliens. Make sure everyone sees what their peers have created.

Fun on the Moon

Experience 6: Moon Sand

What You Need

- 4 cups of play sand
- 2 cups of corn flour
- 1 cup of water
- 2 tablespoons of coloured powder paint (you can divide your plain mix into two so you can make two colours)
- Glitter
- Suitable containers for the moon sand
- Mini silver foil pudding bowls

Make your own moon sand. Search online or go to **www.playbasedlearning.com.au** for a recipe.

What to Do

Give each learner a container with some moon sand in it. Wait for reactions. If there are none after 1–2 minutes, start playing with the moon sand. Simply lift and drop, prod and squeeze, making 'ooh' and 'ah' sounds.

Talk about the colour and texture of the moon sand and encourage your learners to explore it with their hands.

Introduce some other resources such as mini silver foil pudding bowls. Encourage your learners to make craters with you and then smash them down with their hands. You might want to add some rocks to provide a stark contrast in textures and weights. Talk to your learners about rough and smooth as you encourage them to develop their senses.

Experience 7: Light box

A light box or board is a valuable resource that you can use with a small group or an individual learner. It will help focus their attention and gives you a unique way of presenting your lessons. If you don't have one of these, they are quite easy to make.

What You Need

1 large, opaque, under-bed storage box
2 strings of Christmas lights
Large sheets of tracing paper and sticky tape

To assemble:
Line the inside of the box lid with sheets of tracing paper and stick down with sticky tape. This will diffuse the light.

Put the Christmas lights into the box and spread them out evenly.

Bring the leads out at one corner and the lid should still fit over the top. If that doesn't work, simply make a small hole in the corner of the box and thread the leads through.

Put the lid on and turn on the lights. Turn off the lights in the classroom and play.

What to Do

You can use just about anything on the top of this light box. Here are some ideas to try:

- Use gel numbers for the countdown.
- Use gel filled bricks to make a rocket.
- Place different sized stars onto the box.
- Place some salt on the surface and encourage your learners to make marks with their hands, fists, fingers or feet.
- You can find ideas for using your light box at **http://tinkerlab.com**

Experience 8: Cause and Effect Sensory Light Box app

What You Need

- Tablet computer
- *Cause and Effect Sensory Light Box* app

What to Do

This app is full of wonderful effects. You can use it with all your learners. It is a simple cause-and-effect resource that will stimulate the senses. The most appropriate options for this theme are:

- Stars
- Alien space
- Glow worm
- Blow torch
- Explode
- Blob
- Vapour
- Spout

Sitting beside a learner, introduce one of the options at a time. Talk about the effects and observe the learner, looking for reactions and preferences.

In the settings, turn on Live Camera View. This will allow you to include a video of a learner as the **live** background feed to one of the visual effects. Encourage the whole class to watch and enjoy this on the interactive whiteboard as one of their peers plays.

Further Suggestions

More ideas

There are many sensory ideas to try. To find recipes and outer space sensory ideas, visit **theimaginationtree.com** or **pinterest.com** and search using terms such as *'moon sand recipe'* or *'outer space sensory'*.

Learning Activity 6

Explosion in Outer Space

Setting the Scene

Explain to your learners that everyone is going to have to be very careful, as there's a lot of activity in outer space today. They will hear and see things that might make them jump or laugh, so everyone needs to get ready for the fun to begin.

What to Do

Give four of your learners a bag each. Make sure you give them sufficient time to explore and respond. Over a period of days or weeks, ensure that every learner has experienced each bag or box. Talk about each item and refer to previous lessons in this theme. It is best to work on just one bag or box at a time. Don't rush this activity.

Links

You can find an example of a space sensory box by visiting **www.oneperfectdayblog.net** and searching for *'space sensory'*.

Further Suggestions

Sensory books

Make personalised sensory books for the theme. Use a range of textures, colours, and materials to create an individualised book for each learner. Include the photographs that you took throughout the theme. Incorporate these into a story or diary about going 'To Infinity and Beyond'

Visit these useful sites to search for more outer space resources:
www.planetsforkids.org
http://funschool.kaboose.com
http://mysmallpotatoes.com
https://itunes.apple.com

Areas of Learning

Primary
Language and Literacy
Personal Development and Mutual Understanding

Post-Primary
English
Personal Development

What You Need

Sensory Bag 1: What's This Topic About?

- Silver foil emergency blanket
- Music saved onto an MP3 player (search for 'space' from *Audio Networks* through C2k)
- Moon boots (wellington boots covered in tin foil)
- Space Helmet (bicycle helmet covered in tin foil)
- Large cardboard moons covered in egg cartons (craters) and painted grey
- Mood dust (sand in a small bag or bowl)

Sensory Bag 2: Touch and Look

- Meteors (silver scourers)
- Space goo (see links below for ideas)
- Splat aliens
- Silver foil
- Fluorescent stars and moons
- Glowing rice (see link below)
- Battery operated star-shaped fairy lights
- Coloured sand (moon dust)
- Star-shaped helium balloons

You can find out how to make space goo and glowing rice at
www.growingajeweledrose.com

Sensory Bag 3: Taste

Resource 6
Delights from Space

- Space popping candy (taste or add to custard or yoghurt)
- Blast off! Talking button with a countdown and the words 'blast off' recorded on it

Sensory Bag 4: Sound

- Party poppers (explosions in space)

Learning Activity 7

Final Destination

Setting the Scene

Explain to your learners that it is time to relax and bring ourselves back down to earth. We need to get in tune with our bodies and start feeling our arms, our legs, our hands, our feet and all the other parts of our bodies. Speak softly and gently as you slowly dim the lights and start to prepare your learners for this activity.

Points to Note

Most of the audio recordings available on *Audio Networks* have different versions, so you can use a shorter or longer piece of music to suit your needs. You can only download these music clips through C2k (licensing arrangements). However, once you have downloaded them as WAV or MP3 files, you can play them on any suitable device.

What to Do

Search for *Outer Space* to find all these songs or simply enter the titles (in the table) in the search option in *Audio Networks.*

You may wish to have an object cue for this activity. It is important not to use the object to represent any other activity you carry out in class, so consider this carefully. You could use:

- a shower scrunchie;
- a spatula; or
- an exfoliating glove.

Using an object cue, explain to your learners that they are going on a journey into space through music and touch. Switch the lights off to make the room quite dark. You could attach some fairy lights to a large box (painted black) to represent the sky at night.

Seat your learners on beanbags, or other suitable seating, in a circle.

Ensure that each member of staff has a bag or box of all the resources they need. Play the following music while interacting with each learner.

Music	Activity
Gravity Falls (3 mins 10 secs)	Focusing on the legs and feet, use a spatula to tap the learner in time to the tune.
Another Planet (2 mins 56 secs)	Focusing on the shoulders, arms and back, if possible, roll a plastic bottle filled with blue water and sequins along the learner's body.
Mothership (3 mins 5 secs)	Focusing on all areas of the body, not forgetting the head, nape of neck and shoulders, drop a metallic pom-pom onto the learner in time to the music.
Ghost Train (4 mins 28 secs)	Ensuring you cover the whole arm and work from the shoulder down to the hands, make small, fast circular movements wearing exfoliating gloves.
Digital Heartbeat (3 mins)	Sitting opposite the learner, use a silver scourer in each hand as you make sychronised circular movements working from the midline of the body outwards. Start at the collarbone and work slowly down to the fingertips, then work back up, ensuring you cover the backs and palms of each hand and the inside and outside of the arms.

Areas of Learning

Primary
Language and Literacy
The Arts (Music)
Personal Development and Mutual Understanding

Post-Primary
English
The Arts (Music)
Personal Development

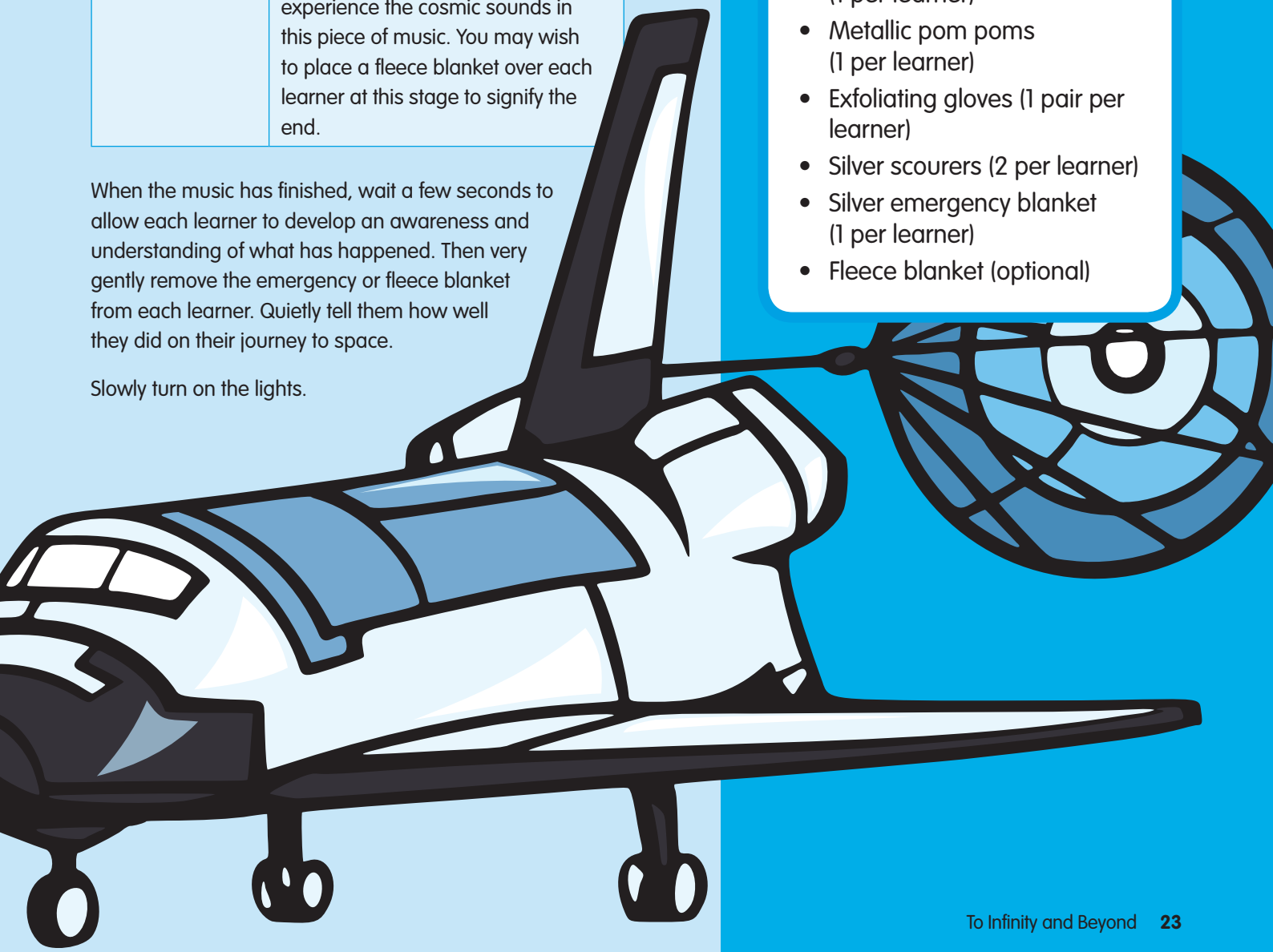
Music	Activity
The Mine (1 min 33 secs)	Using a silver emergency blanket to cover each learner, apply an appropriate amount of pressure by pressing down with the palm of your hand in a very controlled and slow manner.
Honey Lust 4	Leave the learners to relax and keep very still and quiet as they experience the cosmic sounds in this piece of music. You may wish to place a fleece blanket over each learner at this stage to signify the end.

When the music has finished, wait a few seconds to allow each learner to develop an awareness and understanding of what has happened. Then very gently remove the emergency or fleece blanket from each learner. Quietly tell them how well they did on their journey to space.

Slowly turn on the lights.

What You Need

- Access to *Audio Networks* through C2k
- Spatulas (1 per learner)
- Plastic bottles filled with blue water and sequins (1 per learner)
- Metallic pom poms (1 per learner)
- Exfoliating gloves (1 pair per learner)
- Silver scourers (2 per learner)
- Silver emergency blanket (1 per learner)
- Fleece blanket (optional)



We Love Rockets

(Sung to the tune of *She'll be Coming Round the Mountain*)

Action: *Clap and make this a happy, jolly song as you whoosh around the room, pretending to be a rocket.*

There are three parts to a rocket, yes there are!
There are three parts to a rocket, yes there are!
There are three parts to a rocket, three parts to a rocket,
There are three parts to a rocket, yes there are!

Singing we love rockets, yes we do (zoom zoom)
Singing we love rockets, yes we do (zoom zoom)
Singing we love rockets, we love rockets
Singing we love rockets, yes we do (zoom zoom)

There's the rocket boosters
To lift you off the ground
There's the rocket boosters
To lift you off the ground
There's the rocket boosters to lift you
Rocket boosters to lift you
There's the rocket boosters
To lift you off the ground

Singing we love rockets, yes we do (zoom zoom)
Singing we love rockets, yes we do (zoom zoom)
Singing we love rockets, we love rockets
Singing we love rockets, yes we do (zoom zoom)

There's a tank outside
That holds the rocket's fuel
There's a tank outside
That holds the rocket's fuel
There's a tank outside the rocket
A tank outside the rocket
There's a tank outside the rocket
That holds the fuel

Singing we love rockets, yes we do (zoom zoom)
Singing we love rockets, yes we do (zoom zoom)
Singing we love rockets, we love rockets
Singing we love rockets, yes we do (zoom zoom)

The orbiter carries the astronauts to space
The orbiter carries the astronauts to space
The orbiter carries the astronauts
Orbiter carries the astronauts
The orbiter carries the astronauts to space

Singing we love rockets, yes we do (zoom zoom)
Singing we love rockets, yes we do (zoom zoom)
Singing we love rockets, we love rockets
Singing we love rockets, yes we do (zoom zoom)

We're All Going on an Adventure

(Sung to the tune of How Much is That Doggie in the Window?)

Action: *Help your learners to get into position.*

We're all getting ready for an adventure
To somewhere so far, far away
We're all getting ready for an adventure
Let's see if we've got what we need

Action: *Help your learners to fasten their seatbelts.*

We must wear our moon boots on our feet
To keep our toes safe from harm
We must wear our moon boots on our feet
To keep our toes safe from harm

Action: *Help your learners to put their moon boots on.*

We're all getting ready for an adventure
To somewhere so far, far away
We're all getting ready for an adventure
Let's see if we've got what we need

We must wear a helmet on our head
And not take it off on our trip
We must wear a helmet on our head
And not take it off on our trip

Action: *Help your learners to put their helmets on.*

We're all getting ready for an adventure
To somewhere so far, far away
We're all getting ready for an adventure
Let's see if we've got what we need

We must bring our passports on the spaceship
To prove that we are who we say
We must bring our passports on the spaceship
Or we won't be leaving today

Action: *Give your learners a passport each. Use mirrors so learners can see themselves.*

We're all getting ready for an adventure
To somewhere so far, far away
We're all getting ready for an adventure
Let's see if we've got what we need

We must bring our tablets for the satnav
To keep us right on track
We must bring our tablets for the satnav
Or we may not find our way back

Action: *Give each learner a cardboard tablet, showing a map.*

We're all getting ready for an adventure
To somewhere so far, far away
We're all getting ready for an adventure
Let's see if we've got what we need

It looks like we're ready for our adventure
To somewhere so far, far away
We're ready now for our adventure
We've got everything that we need!

Action: *Encourage your learners to clap and give a thumbs-up sign.*

Resource 3: **Voyage to the Moon** (1 of 2)

Script	Sensory Activities
It's 2014 *(or whichever year it is)* and we're going to the moon. It's time to get on board.	Play a space tune from *Audio Network* through C2k. Search for a suitable tune using words like 'cosmos', 'space', 'europa', 'jet stream', 'moon' or 'infinite blue'. As the music begins, gather all your learners into a circle, as if they are preparing for their trip to the moon.
Fasten your seat belts.	Place old seat belts (from your local car salvage yard) or belts across each learner's lap.
10, 9, 8, 7, 6, 5, 4, 3, 2, 1 …	Begin the countdown, using an exaggerated voice. You could record the countdown onto a recordable button or communicator and encourage your learners to press the button to hear the countdown.
BLAST OFF!	Play video footage of a rocket launch
Whoa – that was great. Is everyone OK? Let's look out of the window. What can you see?	Ask if everyone is OK and give each learner a reassuring pat on the hand. Show your learners circles cut out of card and laminated to look like a window with glass. Point out the 3D stars and planets hanging from the ceiling.
Look at the stars, aren't they amazing?	Switch on the twinkling white fairy lights and shine the torch on the 3D stars. Depending on the age of your learners, you may wish to sing *Twinkle, Twinkle Little Star*.
There's the moon. How BIG is the moon?	Show your learners a 2D or 3D moon or an image of the moon. Spend some time focusing your learners' attention on the stars and moon. Encourage them to touch and feel these objects.
Hold on tight we're going to land, it could get bumpy … ooh, here we go and phew … we've landed.	Gently shake or bump your learners' seats to simulate a moon landing. Make different sounds and ask your assistants to move around to create a more dramatic effect.
We're on the moon – isn't it cool?	Wave a large white or grey sheet gently on ground. If available, use a fog machine to create a smoky effect. Move your learners around and encourage them to look at the moon and stars from different angles.

Script	Sensory Activities
Let's explore, can you find a moon rock? Can you find any bits of moon rubble? Oh *(learner's name)* is doing really well, they found a (name an object they found).	Place the different sizes of moon rocks onto the sheet then, as a group, hold the sheet (like a parachute activity) and bounce the rocks high and low. Encourage your learners to reach out, feel, experience and anticipate. Ensure each learner has a moon rock at the end of this activity.
We've had such a busy day, but I'm sorry to say, it's time to return to earth. Everyone back in the rocket please!	Encourage your learners to move back into position and get ready for the homeward journey. You may wish to play a space tune, as you did at the start of the activity.
Fasten your seat belts.	Place seat belts or belts across each learner's lap.
10, 9, 8, 7, 6, 5, 4, 3, 2, 1	Begin the countdown, using an exaggerated voice or record the countdown onto a recording device or communicator and encourage your learners to press the button to hear it. This will allow learners to experience cause and effect as well as facilitate their communication.
BLAST OFF!	Shout and make lots of noise to simulate the rocket taking off.
Watch out, here come some asteroids. Duck!	Let off party poppers and throw paper balls over and to the side of your learners. Create as much fun and enjoyment as you can by ducking and diving to avoid the asteroids.
We're nearly there – not long now … it's bumpy again …	Rock and shake the learners' chairs (as appropriate).
We have landed back on earth safely. Wasn't that a super trip?	Stop all motion and movement. Encourage your learners to cheer and clap.
Now I think we need to take a rest after such a big adventure. Until the next time, sweet moon dreams …	Give each learner a blanket. Encourage your learners to rest after their long journey. Play soft, gentle music and dim the lights.
Just before we go, let's take a picture of all the astronauts in class … (your class name) say CHEESE!	Take a photograph of your learners as they end their journey. Display the photographs in class and include them in the sensory story in another activity.

Resource 4: **Space Goo**

Ingredients

1 cup of cornflour

1/3 cup of sugar

4 cups of cold water

Blue or green food colouring

Large sealable/ziplock bags

What to Do

Whisk all the ingredients (except for the food colouring) together in a saucepan over medium heat.

Continue to cook it all together, whisking frequently. As the mix thickens and solidifies, make sure to keep whisking. You will know the goo is getting to the right consistency when it changes from a white liquid to a bluish, translucent goo. It will look like Vaseline/wallpaper paste.

Remove from the heat. When cooled, put the goo into ziplock bags and then drop in the colouring. You can store these bags of goo in a fridge. This space goo will add another sensory experience for your learners.

Ingredients

3 cups of plain flour

3 cups of water

1½ cups of salt

3 tablespoons of cooking oil

6 teaspoons of cream of tartar

Selection of food colourings

What to Do

Put all the ingredients into a saucepan and stir while cooking over a medium heat until you obtain the desired consistency. Divide the dough into three balls. Add a different food colouring to each ball and knead well. You could also add ginger, mint or orange to make the dough smell nice.

Resource 6: **Delights from Space**

Encourage and support your learners to participate in:

- using alien-, star- or rocket-shaped ice cube trays to make different flavoured ice cubes;
- making rocket-shaped ice lollies using orange or blackcurrant squash;
- freezing or chilling some star fruit and tasting it; or
- using strawberries, melon and banana to make fruit rockets on skewers.

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