

## Finlandia by Jean Sibelius

### Activity ideas for young people with sensory impairments

#### Module 1: Sensory exploration of “Finlandia” *(This can be taught over a sequence of sessions)*

*Outcome: pupils maximise the use of their senses to respond to and sustain interest in a sensory stimuli.*

Sense	Context	Stimuli	Suggested teaching methods	Pupil response
<b>Touch</b>	Trees, snow, water	Wood, Bracken (frond plants), Ice, water trays/sprays	Place a single object within reach for the pupil to allow “free” exploration. Use hand over/under hand support to help the pupil to feel or hold the object	Pupils to move fingers to grasp, hold or move away from stimuli.
<b>Audio</b>  Some pupils respond to listening activities better if the room is slightly darkened	Sounds of Finland and extension link to protest/reggae music	Long sustained sounds        Rhythmic beats	Use the lower end of a keyboard to press a single key for 5-10 seconds. This can be varied using different instrument selection  Use sustaining percussion such as glockenspiel, (pitched) ocean drums thunder drum (unpitched)  Use the volume to gradually increase the sound and then fade ----- Work on the idea of weak (soft) beat followed by a strong (louder) beat. This will replicate the accent of a basic reggae rhythm  Use African type drums to beat the weak/strong rhythm with the pupil hand over/under hand, or to move the rhythm around the pupil  Extended listening can include any examples of reggae music or “mood”	Pupils turn towards the sound.  Pupils still during the sustained sound  Pupil may turn away/dislike ----- Pupils become more active during the “reggae” beat  Pupil track the sound physically or still to show “listening”  Response may also be to turn

			<p>music in comparison.</p> <p>-----</p> <p>Group work – have half the group playing the weak beat and half the group playing the strong beat to accompany the Finlandia track.</p>	<p>away/dislike</p> <p>Pupil attempts to hit the drum/move hands after adult models it</p> <p>-----</p> <p>Pupils have the opportunity to show anticipation and develop turn taking</p>
<p><b>Visual</b></p> <p>Try to avoid stimuli with visual and audio as pupils may respond to the audio rather than the visual.</p>	Northern Lights	<p>Range of visual toys/apps/interactive MSR resources</p>	<p>Use Multi-Sensory Room (MSR) to track different coloured light sources. If no MSR use hand held electronic toys/torches that are light based.</p> <p>Start with the cooler blues and greens and gradually introduce warmer reds and oranges etc.</p> <p>-----</p> <p>Develop longer range vision by starting with lights within 5-10cms and gradually moving them away from where the pupil naturally looks (for many pupils this may be to one side, rather than centrally).</p> <p>Develop functional visual by encouraging pupils to look up, down, left and right. Note that linear tracking will be more challenging than lateral tracking for most pupils.</p>	<p>Pupils will focus on a light source</p> <p>-----</p> <p>Pupils may move eyes, or head to track.</p> <p>Pupils will maintain focus on the light source as it moves</p> <p>Pupils may “return” to looking at a light source and track in stages</p>

**Module 2: Fine Motor development through tactile exploration** *(This can work as a standalone session, or be repeated over time)*

*Outcome: pupils become aware of their hands and fingers and are able to initiate independent movement in a range of materials.*

*Outcome: pupils can make a choice using their own method of communication*

The lesson is broken down into a sequence of activities that work best if followed in this specific order. It can be repeated to recreate a “Reggae” picture using warm colours.

1	Hand massage to relax hands to allow movement. Use Finlandia theme.	<ul style="list-style-type: none"> <li>• Massage each individual finger from knuckle to tip. Repeat on RH x 2 then LH x 2</li> <li>• In time with the music support pupils to open and close their hands to stretch fingers straight, and make a fist.</li> </ul>
2	Warm up arms. Use a Reggae track. (Good choice would be Bob Marley, One Love as it has the syncopated “offbeat” rhythm.	<ul style="list-style-type: none"> <li>• Raise right arm above shoulder x 4 (protest) repeat with left arm x 4</li> <li>• With right arm in elevated position and bent elbow support pupils to make circular movements (protest) x 4, repeat with left arm x 4</li> </ul>
3	Recreating a Finland picture	<ul style="list-style-type: none"> <li>• Focus on blues and greens, cover a table or pupil tray with paper. Put puddles of 3 -4 different paints in different sections of the paper. Place a sensory ball (light up/bell inside/textured depending on pupils’ interest) on the paper and encourage pupils to move their arms and hands to make the ball roll across the page.</li> </ul> <p><b>Extension activity</b></p> <ul style="list-style-type: none"> <li>• Pupils’ can choose specific colours to paint with.</li> <li>• If a pupil has independent movement then a painting mitt or other tools could be used to paint/mark make.</li> </ul>
4	Hand massage (self-care) Use Finlandia theme	<p>Use a cold flannel to:</p> <ul style="list-style-type: none"> <li>• clean pupils’ hands from wrist to finger tip</li> <li>• clean individual fingers (use a circular motion in contrast to the opening massage)</li> </ul> <p><i>Cold flannel draws in the understanding of Finland as a colder climate. If the Art has focussed on the warmer Reggae colours, use a warm flannel.</i></p>