

SÁSTA-NABLE LIVING!



LEVEL 2 QQI THEMATIC AWARD, ON SUSTAINABILITY
BASIC EDUCATION FOR DIVERGENT LEARNERS



Down
Syndrome
Ireland



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

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FORWARD



Embark on a journey of empowerment and education with this unique program, the culmination of a transformative partnership between Dublin & Dún Laoghaire Education & Training Board and Down syndrome Ireland.

Born out of a shared vision to bridge the gap between education and the vibrant community at Down syndrome Ireland, this programme addresses all the QQI requirements and awards, providing an inclusive learning environment for all.

Sustainability Takes Centre Stage:

In response to the growing need for holistic education, sustainability emerged as the focal point of this groundbreaking collaboration. Relevant modules were carefully crafted and themed to give life to a comprehensive Level 2 Full Award Programme.

An Inclusive Approach:

At the heart of this initiative is a commitment to support the unique needs of individuals with Down syndrome or Intellectual Disability. The program is designed not only to meet QQI standards but to complement and celebrate the strengths of each participant.

A Partnership for Positive Change:

This collaboration stands as a testament to the power of partnerships in creating impactful learning experiences. By marrying the expertise of Dublin & Dún Laoghaire Education & Training Board with the mission of Down syndrome Ireland, this program charts a course toward a more inclusive and sustainable future.

Discover the beauty of learning, the strength in diversity, and the profound impact of a community coming together for a shared purpose. This program isn't just an educational endeavor; it is a testament to the transformative possibilities when education meets inclusivity.



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Designed By:



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

In Collaboration With:



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Ireland**





'SÁSTA-NABLE LIVING'....?

Before going any further, it is important to understand the term that underpins this programme. '**Sásta-nable Living**', an Irish philosophy born out of the idea of encouraging a mindful and balanced approach to life, steering away from too much or too little. In a world grappling with pressing issues like global warming, poverty and inequality, '**Sásta-nable living**' acknowledges that adopting a moderate and considerate lifestyle may not single-handedly solve these problems, but it will encourage individuals to play their part in contributing to the well-being of both themselves, others, and the planet.

This concept is an Irish adaption of a Scandinavian philosophy, called 'Lagom'. Research has shown that Scandinavian's are ranked as the world's happiest societies, according to the World Happiness Report (United Nations, 2022). They focus on equality, community support, and living sustainably. 'Lagom' encourages us to adopt a moderate lifestyle – reducing excess or deficiency– and to be considerate of others and the environment.

Students studying this programme, will learn to take a step back, to appreciate the world around them, and to ultimately be empowered to make positive changes, by practicing '**Sásta-nable Living**'.



PROGRAMME INTRODUCTION

In a world where environmental awareness has become an imperative for sustainable living, we are thrilled to introduce a transformative educational journey tailored for the inquisitive minds of Divergent Learners. The following areas are focused upon:

🌱 **The Roots of Understanding:** The foundation of our program rests on the belief that knowledge plants the seeds of change. From the concept of fair trade, to highlighting the journey that our products take before reaching our homes, every lesson is designed to nurture a deep connection with our planet.

🌍 **Confronting Challenges Head-On:** We tackle the topics, delving into the menace of pollution and the looming shadow of climate change. Through engaging activities, students will explore practical solutions, equipping them to become stewards of a healthier, more sustainable world.



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🌱 **Cultivating Green Thumbs and Culinary Skills:** Hands-on experiences are the essence of our program. From the joy of replanting a tree to the excitement of growing herbs, that will later adorn canapés, students will witness the beauty of nurturing life and appreciate the connection between the environment and their daily lives.

👗 **Fashioning a Sustainable Wardrobe:** The perils of fast fashion are unraveled as we guide students through the impact of their clothing choices. They will discover the joy of conscious fashion, understanding the role they play in creating a world where every garment tells a story of ethical production and lasting style.

🎨 **Artistic Expression with a Purpose:** The creative spirit of our students will be harnessed for environmental advocacy. Art activities will revolve around themes of sustainability, encouraging students to express their understanding of environmental issues through their creations. Art will also create a 'calming' environment.

Join us on this green odyssey, where the seeds we sow today will blossom into a brighter and more sustainable tomorrow!



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PROGRAMME LITERACY LINKS

The '**Sásta-nable Living**' Programme adeptly integrates literacy, numeracy, and digital skills, offering an holistic educational experience.



LITERACY

Literacy skills are demonstrated through research, report writing, and artistic expression, literacy skills are practiced as students delve into environmental topics.



NUMERACY

Numeracy skills are developed through activities like measuring herb growth, data analysis, and budgeting for sustainable practices.



DIGITAL SKILLS

Digital skills are fostered through online research, multimedia presentations, and the use of educational apps, ensuring students are not only environmentally aware but also equipped with essential 21st-century skills for academic and real-world success.



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SUSTAINABLE GOALS

The program outlined above is intricately woven into the fabric of the United Nations' 17 Sustainable Development Goals (SDGs), aligning with the global vision for a more sustainable and equitable future. Each component of the program corresponds to specific SDGs below. By integrating these elements into the curriculum, the program not only educates students but also empowers them to actively contribute to the achievement of these vital Sustainable Development Goals. Connections to these goals are developed in the

APPENDICES





LIFE SCIENCE – HORTICULTURE

This module provides an exploration of sustainability, emphasising practical applications in daily life. Students engage in activities such as understanding the 'Field to Fork' concept, creating nature-themed classroom space, cultivating indoor herb gardens, visiting garden centres, planting trees, taking care of class ecosystems, and creating a class water feature. It also delves into the principles of biophilic design, fostering an holistic understanding among the students, developing a sense of environmental responsibility and a connection with nature, learning to destress as a result.

- MODULE HIGHLIGHTS**
- INTRODUCTION TO 'SUSTAINABILITY'
 - EXPLORING 'FIELD TO FORK' CONCEPT
 - CREATING NATURE THEMED CALMING SPACE
 - INDOOR HERB GARDEN
 - GARDEN CENTRE VISIT
 - PLANT A TREE CAMPAIGN
 - STUDENTS 'ADOPT A PLANT' CONCEPT
 - CLASS WATER FEATURE
 - EXPLORING 'BIOPHILIA'



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FOOD SCIENCE

This dynamic module reviews the contemporary appeal of Social Media food inspirations with essential elements of healthy eating, sustainable food choices, and conscientious living. Students will embark on a culinary journey that includes understanding portion sizes, effective meal planning, learning canapé making using locally sourced herbs, exploring the 'Field to Fork' concept, delving into fair trade food practices, managing food waste responsibly, and discovering the world of sustainable skincare using food ingredients. This module is designed to not only enhance culinary skills but also instil a sense of mindfulness towards personal health and the planet.

MODULE HIGHLIGHTS

- SOCIAL MEDIA FOOD INSPO
- HEALTHY FOOD CHOICES / PORTION SIZE
- MEAL PLANNING
- LEARNING CANAPÉ MAKING WITH 'GROW YOUR OWN' HERBS
- UNDERSTANDING FIELD TO FORK
- FAIR TRADE FOOD
- FOOD WASTE MANAGEMENT
- SUSTAINABLE SKINCARE USING FOOD



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VISUAL ART

This module embarks on a creative journey, exploring sustainable design practices, and the art of repurposing. It will dive into the world of upcycling by transforming old t-shirts, and repurposing lots of socks into charming soft furnishings. The students will contribute to sustainability awareness by designing captivating banners that will be displayed at the end of year event. Nature will serve as inspiration for projects like pebble art and textured pictures, to include seasonal themes. This module is an opportunity to unleash creativity and redefine the boundaries of nature!

MODULE HIGHLIGHTS

- CREATING WALL DECOR WITH MOSS
- UPCYCLING TSHIRTS
- DESIGNING ECO AWARENESS BANNERS
- PERSONALISED WALLPAPER
- USING ODD SOCKS FOR SOFT FURNISHINGS
- CREATING VISUALS FROM NATURE, SUCH AS:
PEBBLE ART, TEXTURED PICTURES
- SEASONAL THEMED PROJECTS



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SHAPE & SPACE

This module, alternatively called 'Eco Shapes' is delivered in tandem with Visual Art to combine art, maths, and sustainability. The program covers 1D, 2D and 3D shapes, emphasising their properties and the link between their uses and the understanding of area and volume in everyday life. It helps learners to explore common shapes using eco-friendly materials, connecting creativity with environmental consciousness. Unlike traditional sorting, EcoShapes introduces a unique approach based on sustainability, encouraging critical thinking.

- MODULE HIGHLIGHTS**
- PLANNING & IMPLEMENTATION OF RECYCLED 3D SCULPTURES
 - SUSTAINABLE SORTING CHALLENGE
 - ENVIRONMENTAL SHAPE SEARCH
 - ECO ART COLLAGE - FOCUS ON NATURAL SHAPED MATERIALS



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COMPUTERS

This module explores the synergy between technology and sustainability, guiding students through a diverse range of digital tools and applications. From combating food waste with apps like **OLIO** and **Too Good To Go** to virtual rainforest tours and calculating carbon footprints; students engage with technology to foster eco-conscious living. The curriculum delves into YouTube demos for sustainability content, utilising Google's microphone and Google camera for environmental monitoring, and understanding the impact of QR codes in promoting sustainable practices. All of the above activities will be guided by tutors to suit the needs of learners at level 2.

- MODULE HIGHLIGHTS**
- **SUSTAINABLE APPS: OLIO & TOO GOOD TO GO**
 - **VIRUTAL RAINFOREST TOUR**
 - **MAP MY TRIP: CARBON FOOTPRINT**
 - **FOOD MILES: LEARN HOW FAR FOOD TRAVELS**
 - **YOU TUBE EXPLORATION: SUSTAINABILTY**
 - **GOOGLE MICROPHONE**
 - **GOOGLE CAMERA**
 - **QR CODES**



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PERSONAL DECISION MAKING

The "Power of One" module empowers students to address global issues like pollution, climate change, energy use and mass production through individual actions. It focuses on ethical decision-making, especially in fast fashion, and teaches principles of reduce, reuse, and recycle. The module provides an holistic perspective on individual roles in creating positive change, integrating media, activism, and sustainability. Activities include podcasting, interviewing 'people of power', activism, philanthropy, creating sustainable songs, and pursuing Fair Trade Workplace Certification. The objective is to evolve students into champions promoting a world that is more sustainable and just.

MODULE HIGHLIGHTS

- THE POWER OF ONE: CLIMATE, ENERGY ETC
- ETHICAL CHOICES I.E. FAST FASHION
- EXPLORE REDUCE, REUSE, RECYCLE
- RESEARCH VOLUNTEERING
- PODCASTING, YOUR VOICE BEING HEARD!
- SUTAINABLE SONG CREATION
- FAIRTRADE WORKPLACE CERT



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'LIGHT BITES & LEARN EVENT'

This end of term showcase, is open to family and friends. Students will impress with canapés they have created, showcasing their culinary skills and commitment to sustainable cooking. The event will also include a musical demonstration of a sustainability-themed song using LÁMH sign language. There will be an exhibition displaying students' creative and innovative sustainable projects, and the students will debut their pre-recorded podcast interviewing a 'Person of Power'. Finally a Certificate Presentation will take place, to include recognition of the Fair Trade Workplace Award.

- FAMILY & FRIENDS EXPO
- CANAPÉS ASSEMBLED & SERVED BY STUDENTS
- LÁMH ENVIRONMENT SONG DEMO
- EXHIBITION OF WORK
- STUDENT SPEAKERS
- PODCAST REVEAL
- FAIR TRADE AWARD PRESENTATION





SUGGESTED TIMETABLE

The timetable below is a **GUIDE ONLY**. It illustrates how the award can be delivered in one year. However, the award could be delivered at a slower pace, by reducing class times and increasing the delivery duration.

TERM 1 – SEP/JAN

18 WEEKS	2.5 HOURS 1 HOUR	LIFE SCIENCE: HORTICULTURE COMPUTERS
18 WEEKS	2.5 HOURS 1 HOUR	FOOD SCIENCE COMPUTERS
18 WEEKS	2.5 HOURS	VISUAL ART / SHAPE & SPACE
EXTRA CURRICULAR	15 HOURS	EXTERNAL TRIPS

TERM 2 FEB/JUN

18 WEEKS	2.5 HOURS 1 HOUR	PERSONAL DECISION MAKING COMPUTERS
18 WEEKS	2.5 HOURS	VISUAL ART / SHAPE & SPACE
EXTRA CURRICULAR	15 HOURS	FINAL EVENT: LIGHT BITES & LEARN

Note: To comply with QQI recommendations, at least 50 hours should be designated to each module.



SUGGESTED COURSE RESOURCES

The resources listed below form the foundational framework needed for facilitating the Full Award Programme. It is important to note that this list is not comprehensive; a thorough review of the programme will be necessary before initiating delivery.

POSSIBLE LIST

TECHNOLOGY:

- DESKTOP / LAPTOP COMPUTER
- IPAD / SMARTPHONE
- ACCESS TO SPECIFIC DOWNLOADABLE APPS
- PODCAST MICROPHONE

MATERIALS:

- ART MATERIALS
- FOOD INGREDIENTS (FOR 2-4 CLASSES ONLY)
- HORT MATERIALS: PLANTS, HERBS ETC.

FUNDING:

- FIELD TRIP TRANSPORT (POSSIBLE FUNDING)

ROOM ACCESS:

- CLASSROOM, WITH GOOD LIGHT (FOR WINDOW BOX 'GROW YOUR OWN')
- BLANK CLASSROOM WALLS (TO ALLOW FOR SENSORY DISPLAY)
- TEMPORARY KITCHEN ACCESS (2-4 CLASSES ONLY)



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BRIEFS & SAMPLE EXERCISES

The subsequent pages present the necessary QQI Briefs for each module, crafted in straightforward language to cater to students with Intellectual Disabilities. Each brief spans three pages, with the initial page offering an introduction to the module, providing students with a comprehensive overview of the requirements. The second page details the requisite Learning Outcomes, while the final page is designated for completion by both tutors and students, serving as a sign-off on the achieved learning objectives.

Following each brief, a sample exercise is included to illustrate the design, and to offer insight into the approach used toward advancing literacy, numeracy, and digital skills.

BRIEFS & EX SAMPLES

COMPONENT TITLE	FOOD CHOICE & HEALTH
CODE	M2H16
ASSESSMENT TECHNIQUE	COLLECTION OF WORK
ASSESSMENT BRIEF TITLE	SUSTAINABILITY THROUGH FOOD
LO'S	LO FCH1 - LO FCH6

INSTRUCTIONS:

- We are diving into the world of delicious and healthy living, First, we will learn about making smart choices with our meals, understanding portion sizes, and planning healthy dishes.
- Did you ever wonder where our food comes from? We will explore the exciting journey from 'Field to Fork'—how our favourite treats make it to our plates!
- But that's not all we will discover the wonders of Fair Trade food and how it helps people and the Earth.
- We will get hands-on with canapé making, using herbs we grow ourselves!
- Our kitchen can also be a salon! We will explore sustainable skincare using the power of food.

LEARNING OUTCOMES:

This list below contains the key ideas that we will explore in this module. Keep in mind that, just like any subject, there will be additional things to discover along the way.

FCH11	Sort familiar foods according to food groups, e.g. fruit/vegetable, meat/fish, dairy
FCH2	Describe typical foods and drinks associated with a well balanced diet
FCH3	List common consequences of good diet, e.g. healthy heart, strong bones, clear skin, dental health
FCH4	Participate in the preparation of healthy meals, e.g. breakfast and lunch/dinner
FCH5	Identify common safe practices associated with food preparation and storage, e.g. separating raw/cooked meat in a domestic fridge
FCH6	Demonstrate appropriate food hygiene and safety practices

TO BE FILLED OUT BY TUTOR:

EVIDENCE GENERATED:	
RESULT:	YES <input type="checkbox"/> NO <input type="checkbox"/>

DATE BRIEF
ISSUED:

DATE BRIEF
SUBMITTED:

TO BE SIGNED BY STUDENT:

I confirm that this is my own original work and that I
have received feedback from the tutor

SIGNATURE:

PRINT NAME:

DATE:

Match the herbs with the Canapés:



Basil



Chives



Mint



Parsley



Rosemary



SAMPLE

COMPONENT TITLE	COMPUTER SKILLS
CODE	M2T11
ASSESSMENT TECHNIQUE	COLLECTION OF WORK
ASSESSMENT BRIEF TITLE	SUSTAINABILITY USING COMPUTERS
LO'S	LO 1- LO 6

INSTRUCTIONS:

- In this module, we will discover how technology and being eco friendly work together.
- We will use digital tools like **OLIO** and **Too Good To Go** to reduce food waste.
- We will explore virtualrainforest and world tours.
- We will learn to calculate our carbon footprints.
- We will watch YouTube demos on caring for nature (sustainability), use Google's microphone and camera.
- We will learn to understand how QR codes promote eco-friendly habits.
- We also will learn how to type in Microsoft Word, to report on the activities.

LEARNING OUTCOMES:

This list below contains the key ideas that we will explore in this module. Keep in mind that, just like any subject, there will be additional things to discover along the way

1	Turn a personal computer on and off safe
2	Use frequently-used keys appropriately, e.g. enter, space bar, upper and lower case, delete.
3	Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely.
4	Identify common information/symbols.
5	Access websites on the internet
6	Name some benefits of electronically stored information packages and the internet

TO BE FILLED OUT BY TUTOR:

EVIDENCE GENERATED:	
RESULT:	YES <input type="checkbox"/> NO <input type="checkbox"/>

DATE BRIEF
ISSUED:

DATE BRIEF
SUBMITTED:

TO BE SIGNED BY STUDENT:

I confirm that this is my own original work and that I
have received feedback from the tutor

SIGNATURE:

PRINT NAME:

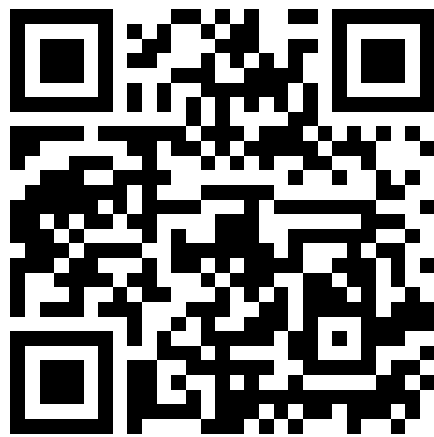
DATE:



ONLINE FOOD
& NUMERACY GAME



SCAN HERE



To Play!
Scan the code above
with a phone
or ipad



www.mathsframe.co.uk

SAMPLE

BRIEF: LIFE SCIENCE HORTICULTURE ^{1/3}

COMPONENT TITLE	LIFE SCIENCE HORTICULTURE
CODE	M2L12
ASSESSMENT TECHNIQUE	COLLECTION OF WORK
ASSESSMENT BRIEF TITLE	SUSTAINABILITY THROUGH GOING GREEN
LO'S	LO 1 - LO 7

INSTRUCTIONS:

- In this module we will learn to understand our environment to feel more connected to nature, helping us relax and destress too! We will learn about sustainability and how it applies to our everyday lives.
- We will do fun things like learning where our food comes from, making our classrooms more nature-friendly, growing herbs inside, visiting garden centres, planting trees, and taking care of class ecosystems. We will also agree on a class water feature, and put it in place.
- We will explore something called 'biophilic design', This type of design will show us how to create a sensory space to learn in.

LEARNING OUTCOMES:

This list below contains the key ideas that we will explore in this module. Keep in mind that, just like any subject, there will be additional things to discover along the way

1	Identify some common trees and shrubs
2	Use a range of common gardening tools and equipment, e.g., lawnmower, gardening gloves, rake, spade, trowel
3	Plant a vegetable or flower bed or container under supervision
4	Name conditions that help plants grow and flourish, e.g., light heat, soil, water
5	Describe the four main stages of the life cycle of a plant
6	Describe some functions of a plant leaf
7	Demonstrate safe working practices in the garden, e.g., manual handling, use of protective clothing

TO BE FILLED OUT BY TUTOR:

EVIDENCE GENERATED:	
RESULT:	YES <input type="checkbox"/> NO <input type="checkbox"/>

DATE BRIEF
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DATE BRIEF
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TO BE SIGNED BY STUDENT:

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PRINT NAME:

DATE:

MINT

Reading Comprehension

Instructions: Read this small passage, about Mint, and answer the questions below.

Mint adds a fresh flavour to dishes, like salads and desserts. It can also be used to flavour tea. Mint oil is used for stress relief. It is a common flavour in toothpaste and mouthwash. It can be used in make up products to help cool the skin.



① Mint adds a fresh flavour to what foods?

② What type of drink can mint be used in?

③ What affect does mint have on the skin?

SAMPLE

BRIEF: PERSONAL DECISION MAKING ^{1/3}

COMPONENT TITLE	PERSONAL DECISION MAKING
CODE	M2L12
ASSESSMENT TECHNIQUE	COLLECTION OF WORK
ASSESSMENT BRIEF TITLE	SUSTAINABILITY & MAKING DECISIONS
LO'S	PDM1 - PDM5

INSTRUCTIONS:

- We will learn in this module that the 'Power of One' person can make a big difference. Small actions can help to solve big problems like pollution, climate change and how we buy our clothes (an idea called fast fashion). We can also make smart decions about how we use energy.
- We will explore how to use and reuse things instead of throwing them away, learning about recycling.
- We will learn how our choices can really change the world for the better, both for the environment and for people.

LEARNING OUTCOMES:

This list below contains the key ideas that we will explore in this module. Keep in mind that, just like any subject, there will be additional things to discover along the way

PDM1	Exploring possible influences in decision making, e.g. possible consequences, having reliable information, physical /emotional state, social expectations
PDM2	Consider different ways of making decisions, e.g. impetuous, considered, passive
PDM3	Identify situation where decisions have been made using different strategies
PDM4	Explore consequences of decisions made, both while implementing and on conclusion, e.g. stopping smoking, losing weight, saving money.
PDM5	Identify the choice and consequences involved in an imminent short term decision

TO BE FILLED OUT BY TUTOR:

EVIDENCE GENERATED:	
RESULT:	YES <input type="checkbox"/> NO <input type="checkbox"/>

DATE BRIEF
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DATE BRIEF
SUBMITTED:

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DATE:



WHAT IS HAPPENING
TO THE WORLD
BECAUSE OF CLIMATE
CHANGE?

CROSS OUT THE RIGHT ANSWERS

Extinction of
Some Animals

Rising Sea levels

More Animals

Melting Ice Caps

Higher
Temperatures

Drought

Better Food Quality

Extreme Weather

SAMPLE



Greta Thunberg Podcast Quiz

LISTEN TO THE PODCAST PLAYED, & CIRCLE TRUE OR FALSE



- 1** Greta is not worried about the climate. **T / F**
- 2** At age 15, Greta protested outside Sweden's Parliament with a sign that said "School Strike for the Climate". **T / F**
- 3** Greta used to protest outside the Parliament every Tuesday. **T / F**
- 4** At a large meeting, Greta told World Leaders "I want you to act as you would in a crisis." **T / F**
- 5** In September 2019, over 6 Million People participated in Climate Strikes World Wide. **T / F**

SAMPLE

COMPONENT TITLE	VISUAL ART
CODE	M2A18
ASSESSEMENT TECHNIQUE	COLLECTION OF WORK
ASSESSEMENT BRIEF TITLE	SUSTAINABILITY THROUGH THE MEDIUM OF ART
LO'S	LO1 - LO6

INSTRUCTIONS:

This module, also called 'Nature's Design Studio' will cover projects such as the ones below:

- Magic Recycling: We'll turn old t-shirts and odd socks into cool stuff, giving them a new purpose!
- Super Designers: Let us create banners that tell everyone how important it is to take care of our Earth.
- Fun with Shapes: We will learn about 2D and 3D design, making fun pictures and cool structures.
- Nature's Colours: Using pebbles and textures, we will make art inspired by the colours of nature.
- Your Masterpiece: Get ready to let your creativity shine – it's time to make amazing things and have lots of fun!

LEARNING OUTCOMES:

1	Use a range of art and design elements to respond to stimuli, e.g. mixing colour to reflect mood, observing tone/form of an object, making textures.
2	Use 2D and 3D media and materials as directed, e.g. applying clay/wire/plaster, ceramic glaze, colour media such as paint /pastels/inks/dyes.
3	Use a range of tools and equipment safely under direction.
4	Gather resources around a personal idea, e.g. printout of different fonts spelling a name, images to reflect personal history/interests, experiments in colour to express mood.
5	Make a 2D/3D art work in response to a stimuli, e.g. a collage to decorate a folder on a theme, a clay/wire drawing of a figure doing a favoured sport, a model of a pet, a colour response to an emotion/piece of music.
6	Evaluate the process from starting point to finished art work, e.g. state preferred parts of process and product.

TO BE FILLED OUT BY TUTOR:

EVIDENCE GENERATED:	
RESULT:	YES <input type="checkbox"/> NO <input type="checkbox"/>

DATE BRIEF
ISSUED:

DATE BRIEF
SUBMITTED:

TO BE SIGNED BY STUDENT:

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PRINT NAME:

DATE:

Creating Moss Art



MATERIALS:

1. Small container or tray
2. Potting soil
3. Assorted moss varieties
(available at garden centres or outdoor spaces)
4. Decorative rocks, pebbles
(optional)
5. Spray bottle filled with water

SAMPLE

Template: Fill in green with moss



SAMPLE

Tutor Notes: Moss Art

Instructions:

1. **Gather Your Materials:** Assemble all the materials needed for the moss art activity.
2. **Choose a Container:** Select a container for your moss garden. Ensure it has drainage holes or can be easily modified to allow for water drainage.
3. **Prepare the Container:** Fill the container with a layer of potting soil or moss substrate. Level the surface with your fingers or a small tool.
4. **Select Moss Varieties:** Choose different types of moss for texture and color variation. Arrange them in a way that pleases you.
5. **Create Your Moss Design:** Place the moss patches onto the soil in a design of your choice. You can create patterns, landscapes, or abstract arrangements. Consider mixing colors and textures for visual interest.
6. **Add Decorative Elements (Optional):** Enhance your moss garden by adding decorative rocks, pebbles, or small figurines. Place them strategically within the moss arrangement.
7. **Mist with Water:** Use a spray bottle to lightly mist the moss and soil. Ensure the moss remains moist but not waterlogged. Moss prefers a humid environment.
8. **Maintain Moisture:** Keep the moss garden in a shaded or indirect light location. Regularly mist the moss to maintain moisture, especially if you notice it drying out.
9. **Optional: Secure Moss with Craft Glue (If Desired):** If you want a more permanent arrangement, you can secure the moss to the soil using craft glue. Apply a small amount of glue to the back of the moss and press it onto the soil. Use a paintbrush for precision.
10. **Display Your Moss Art:** Once you are satisfied with your moss garden, find a suitable place to display it. Consider indoor spaces with indirect light or shaded outdoor areas. Monitor for any signs of overwatering or browning, and adjust care accordingly.

Tips: You can use template below, to design how the moss can be arranged.

SAMPLE

Student Instructions: Moss Art

Fill in the blanks:

1. Get everything you need for moss art, gather your _____.
2. Choose a _____ with holes for your moss garden/picture.
3. Put _____ in your container.
4. Make patterns in your container by placing your _____ in it.
5. You can use craft _____ if you want to stick your moss down.
6. You can use other things like _____ to make the picture look better.
7. Spray it with _____.
8. Display your picture in an area of indirect _____.
9. Look at your moss and feel happy!

Answers:

- moss
- light
- pebbles
- materials
- water
- soil
- container

SAMPLE

COMPONENT TITLE	SHAPE & SPACE
CODE	M2N07
ASSESSEMENT TECHNIQUE	COLLECTION OF WORK
ASSESSEMENT BRIEF TITLE	SHAPING THE WORLD THROUGH NUMERACY
LO'S	SS1 - SS4

INSTRUCTIONS:

This module blends art, maths, and caring for our planet!

You will learn all about 1D, 2D, and 3D shapes.

We are going to explore these shapes using eco-friendly materials, mainly when you are studying art. It is like being an artist, a maths expert , and an Earth hero all at once!

Forget about the regular shape you have learned before. Eco Shapes will bring you on a new journey of thinking about the world and how we shape it!

LEARNING OUTCOMES:

SS1	SS1) Name common shapes and forms in everyday life, e.g. circles, rectangles, cubes, cylinders and spheres
SS2	(SS2) Describe the properties of common 2D shapes and 3D forms, e.g. number of faces, edges, area and volume
SS3	(SS3) Recognise the relationship between area and volume
SS4	(SS4) Sort 2D and 3D shapes and forms in relation to size

TO BE FILLED OUT BY TUTOR:

EVIDENCE GENERATED:	
RESULT:	YES <input type="checkbox"/> NO <input type="checkbox"/>

DATE BRIEF
ISSUED:

DATE BRIEF
SUBMITTED:

TO BE SIGNED BY STUDENT:

I confirm that this is my own original work and that I
have received feedback from the tutor

SIGNATURE:

PRINT NAME:

DATE:

2D OR 3D?

Circle the correct form:

2D

3D



Circle the correct form:

2D

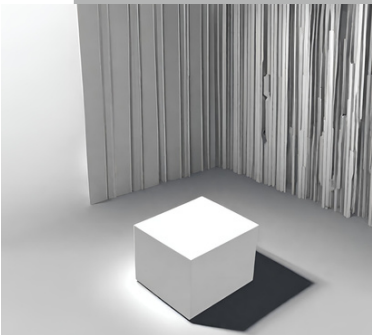
3D



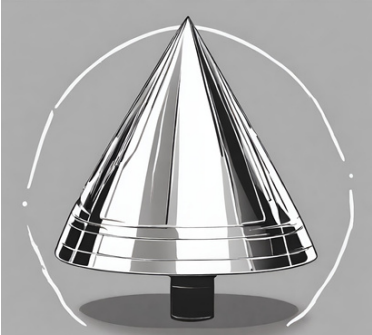
SAMPLE

3D SHAPES

We are surrounded by 3D objects. Lets see what we can find here now!



Walk around and search for objects that are 3D shapes like this **cube** shape.



When you find one, take a picture, like this **cone** shape.



Add all the pictures to your collection of images, like this **sphere**.

SAMPLE

APPENDIX

1.SUPPORT LINKS MATRIX

2.SUSTAINABLE GOAL BREAKDOWN

APPENDIX



SUPPORT LINKS MATRIX

	Social Emotional	Physical	Cognitive	Linguistic
Horticulture	Enhancing sensory processing. Support grammar. Support speech clarity. Support life skills.	Gross Motor Development. Fine Motor Development & support life skills.	Independence Making Choices.	Improved Word reading. Support grammar. Support speech clarity.
Visual Art	Enhancing sensory processing. Support grammar. Support speech clarity. Creativity technical programmes.	Independence Making Choices.	Supporting short term memory through visual aids,	Support grammar. Support speech clarity.
Decision Making	Support grammar, support speech clarity, support personal care, support life skills, support problem solving skills.	Independence Making Choices.	Cognitive skills involved in understanding emotion.	Linguistic skills involved in understanding emotion, support grammar, support speech clarity.
Food Choice & Health	Support grammar, support speech clarity, support personal care, support life skills.	Independence, making choices, support personal care support life skills.	Supporting short term memory through visual aids. Support personal care.	Supporting expressive language, supporting grammar, & speech clarity.



SUPPORT LINKS MATRIX

	Social Emotional	Physical	Cognitive	Linguistic
Shape & Space	Basic arithmetic skills, counting and sorting. Measurement skills, understanding timelines, understanding charts & budgeting skills.	Understanding basic quantities, budgeting skills, basic arithmetic.	Time management, following patterns & sequences.	Basic arithmetic skills; counting and sorting.
Computers	Demonstrate social & communication skills.	Support life skills & fine motor development.	Problem solving, following patterns, sequence & critical thinking.	Learning new language associated with technology.



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SDG LINKED WITH CURRICULUM

- No Poverty (SDG 1):



- Connection: Understanding fair trade and ethical consumption fosters economic opportunities for marginalised communities, contributing to poverty alleviation.

- Zero Hunger (SDG 2):



- Connection: Teaching students about food waste reduction directly aligns with the goal of achieving zero hunger by ensuring efficient use of resources.

- Good Health and Well-being (SDG 3):



- Connection: Environmental education, including discussions on pollution and climate change, promotes overall well-being by addressing factors that impact human health.

- Quality Education (SDG 4):



- Connection: Providing an enriching educational experience on environmental issues cultivates a generation with the knowledge and skills to drive positive change.



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SDG LINKED WITH CURRICULUM

- Gender Equality (SDG 5):

- Connection: The programme encourages equal participation and understanding among all students, fostering a sense of gender equality in environmental stewardship.



- Clean Water and Sanitation (SDG 6):

- Connection: Lessons on pollution and environmental responsibility contribute to the broader goal of ensuring clean water sources for communities around the world.



- Affordable and Clean Energy (SDG 7):

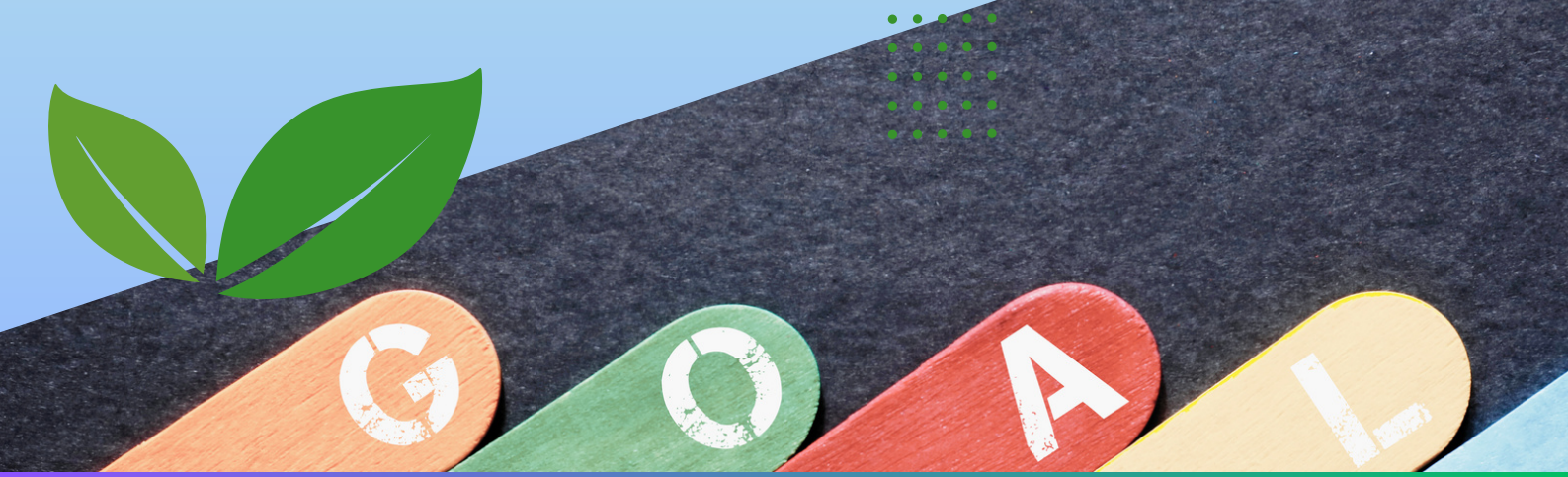
- Connection: Emphasising the importance of sustainability in daily life indirectly promotes the use of clean and renewable energy sources.



- Decent Work and Economic Growth (SDG 8):

- Connection: Understanding the impact of fast fashion contributes to responsible consumption, promoting decent working conditions and sustainable economic growth.





SDG LINKED WITH CURRICULUM

- Industry, Innovation, and Infrastructure (SDG 9):
 - Connection: Exploring sustainable practices in various industries, including fashion and agriculture, aligns with the goal of fostering innovation for a sustainable future.
- Reduced Inequality (SDG 10):
 - Connection: The program instills a sense of equality and inclusivity in environmental actions, ensuring that the benefits of sustainability are shared by all.
- Sustainable Cities and Communities (SDG 11):
 - Connection: By addressing issues like pollution and waste reduction, the program contributes to the development of sustainable and resilient communities.
- Responsible Consumption and Production (SDG 12):
 - Connection: Lessons on reducing, reusing, and recycling directly align with the goal of responsible consumption and production.



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SDG LINKED WITH CURRICULUM

- Climate Action (SDG 13):

- Connection: Understanding climate change and its implications empowers students to take action, contributing to global efforts to combat climate change.



- Life Below Water (SDG 14) and 15. Life on Land (SDG 15):

- Connection: The tree planting and herb-growing activities directly contribute to goals aimed at preserving life below water and on land.



- Peace, Justice, and Strong Institutions (SDG 16):

- Connection: Fostering environmental stewardship contributes to building strong institutions that address global challenges in a just and peaceful manner.



- Partnerships for the Goals (SDG 17):

- Connection: Encouraging parental involvement creates a community-driven approach, emphasising the importance of partnerships for achieving sustainable development.



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SÁSTA-NABLE LIVING!

A COLLABORATION OF MINDS, TO OPEN OTHERS!

This program represents a collaborative effort between Down syndrome Ireland and Dublin & Dun Laoghaire Education & Training Board. Created to fulfill QQI requirements and awards, the initiative focuses on sustainability, with themed modules forming a Level 2 Full Award Programme. The program takes an inclusive approach, tailored to support the needs of individuals with Down syndrome (or Divergent Learners in general) while highlighting their strengths. This partnership exemplifies the synergy between education providers and community organisations, fostering a journey towards a more inclusive and sustainable future.

THANK YOU TO ALL INVOLVED IN THE
COLLABORATION & DESIGN OF THIS PROGRAMME



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