**Going on a Boat: A Sensory Story**

Story Time! Everyone listen!

*(Class name)* are going on a boat!

(Learner plays opening story song in response to “This story is called ‘We are going on a boat’”.

Set scene – staff wave blue sheets to create effect of waves, which are then laid out on floor in front of learners. Cardboard boat shape is placed on top of sheet)

(*Name’s*) turn! (photo of learner shown on ppt)

(*Name*) goes on the boat (staff move <name> onto cardboard boat) (other staff sign ‘boy’ or ‘girl’ and ‘on’)

swish-swish-swish-swish (CHANT SLOWLY) (Learners work with supporting staff co-actively to rock, slowly)

OH NO! (learner operates remote switch to change slide on ppt – video of waves begins playing)

Water! Splashing water!

(Followed by differentiated sensory experience:

Group 1 (P4/5)– learners are supported to operate water spray, choosing who they spray with water)

Group 2 (P1-3)– staff turn rainmaker instruments, then spray learners with water. Notice & record signs of anticipation from previous sessions.

Go to the land, quick! (<name> returns from cardboard boat to group) (other staff sign ‘boy’ or ‘girl’ and ‘off’)

swish-swish-swish-swish (CHANT QUICKLY) (Learners work with supporting staff co-actively to rock, quickly)

(*Name’s*) turn! (show photo of learner on ppt)

(*Name*) goes on the boat (staff move <name> onto cardboard boat)(other staff sign ‘boy’ or ‘girl’ and ‘on’)

swish-swish-swish-swish (CHANT SLOWLY) (Learners work with supporting staff co-actively to rock, slowly)

OH NO! (learner operates remote switch to change slide on ppt – picture of duck with quacking sound effect appears)

Ducks! Quacking ducks!

(Followed by differentiated sensory object/experience:

Group 1 – learners are presented with two Big Mack switches, one with quacking sound effect and one with barking sound effect, each labelled with photos matching those on ppt. Use these to check their ability to match sounds with pictures.

Group 2 – staff show learners a feather, then use feather to stroke different body parts in order– face, neck, arms, hands, then legs. Notice signs of enjoyment or dislike of sensation. Pause, notice any signs that learner is indicating ‘more’)

Go to the land, quick! (<name> returns from cardboard boat to group) (other staff sign ‘boy’ or ‘girl’ and ‘off’)

swish-swish-swish-swish (CHANT QUICKLY) (Learners work with supporting staff co-actively to rock, quickly)

(*Name’s*) turn! (show photo of learner on ppt)

(*Name*) goes on the boat (staff move <name> onto cardboard boat) (other staff sign ‘boy’ or ‘girl’ and ‘on’)

swish-swish-swish-swish (CHANT SLOWLY) (Learners work with supporting staff co-actively to rock, slowly)

OH NO! (learner operates remote switch to change slide on ppt – picture of clouds with wind sound effect appears)

Wind! The wind is blowing!

(Followed by differentiated sensory experience:

Group 1 – learners activate hand-held battery operated fans, encourage them to find on and off button independently.

Group 2 – learners activate electric fans using switches with timer setting. Staff use ‘prompt fading’ technique over repeated telling of story. Notice if individuals begin to press switch independently when fan is no longer working.

Go to the land, quick! (<name> returns from cardboard boat to group) (other staff sign ‘boy’ or ‘girl’ and ‘off’)

swish-swish-swish-swish (CHANT QUICKLY) (Learners work with supporting staff co-actively to rock, quickly)

(*Name’s*) turn! (show photo of learner on ppt)

(*Name*) goes on the boat (staff move <name> onto cardboard boat) (other staff sign ‘boy’ or ‘girl’ and ‘on’)

swish-swish-swish-swish (CHANT SLOWLY) (Learners work with supporting staff co-actively to rock, slowly)

OH NO! (learner operates remote switch to change slide on ppt – video of fish swimming in tank, with music playing, begins)

Fish! A fish jumped into the boat!

(Followed by differentiated sensory experience:

Group 1 – learners are given jar of fish spread, do they know what is inside? Do they know how to open the jar? Can they show like or dislike when they have tasted it? Can they verbalise to express this?

Group 2 – learners are encouraged to interact with toy fish coated with olive oil. Notice reactions to smell/touch, how learners show like/dislike. At later stages, can Learners discriminate between the fish toy and an alternative by sight, shape, smell, and feel?

Go to the land, quick! (<name> returns from cardboard boat to group) (other staff sign ‘boy’ or ‘girl’ and ‘off’)

swish-swish-swish-swish (CHANT QUICKLY) (Learners work with supporting staff co-actively to rock, quickly)

(*Name’s*) turn! (show photo of learner on ppt)

(*Name*) goes on the boat (staff move <name> onto cardboard boat) (other staff sign ‘boy’ or ‘girl’ and ‘on’)

swish-swish-swish-swish (CHANT SLOWLY) (Learners work with supporting staff co-actively to rock, slowly)

OH NO! (learner operates remote switch to change slide on ppt – picture of dog with barking sound effect appears)

A dog! A dog jumped into the boat!

(Followed by differentiated sensory experience:

Group 1 – learners are presented with two Big Mack switches, one with quacking sound effect and one with barking sound effect, each labelled with photos matching those on ppt. Use these to check their ability to match sounds with pictures.

Group 2 – learners are presented with Big Mack switch with barking sound effect, labelled with sensory switch cap. Staff use ‘prompt fading’ technique over repeated telling of story as they encourage learner to press switch. When they press, staff show them fluffy dog toys. Notice signs of anticipation for toy to appear over time.

Go to the land, quick! (<name> returns from cardboard boat to group) (other staff sign ‘boy’ or ‘girl’ and ‘off’)

swish-swish-swish-swish (CHANT QUICKLY) (Learners work with supporting staff co-actively to rock, quickly)

(*Name’s*) turn! (show photo of learner on ppt)

(*Name*) goes on the boat (staff move <name> onto cardboard boat) (other staff sign ‘boy’ or ‘girl’ and ‘on’)

swish-swish-swish-swish (CHANT SLOWLY) (Learners work with supporting staff co-actively to rock, slowly)

OH NO! (learner operates remote switch to change slide on ppt – video of falling leaves with sound begins)

Leaves! Leaves falling from the trees!

(Followed by differentiated sensory object:

Group 1 – learners are supported to count leaves as they pull them from a stalk

Group 2 – learners are invited to feel dried leaves – crunch them, put their hands into tray of leaves etc. Staff to notice learner’s willingness to engage with sensory experience

Go to the land, quick! (<name> returns from cardboard boat to group) (other staff sign ‘boy’ or ‘girl’ and ‘off’)

swish-swish-swish-swish (CHANT QUICKLY) (Learners work with supporting staff co-actively to rock, quickly)

(*Name’s*) turn! (show photo of learner on ppt)

(*Name*) goes on the boat (staff move <name> onto cardboard boat) (other staff sign ‘boy’ or ‘girl’ and ‘on’)

swish-swish-swish-swish (CHANT SLOWLY) (Learners work with supporting staff co-actively to rock, slowly)

OH NO! (learner operates remote switch to change slide on ppt – video of rain with sound begins)

Rain! Cold, wet rain!

(Differentiated sensory experience:

Group 1 - learners are supported to operate water spray, choosing who they spray with water- can they choose a different person than they did earlier in story?)

Group 2 - staff turn rainmaker instruments, then spray learners with water. Notice signs of anticipation, within the session and from previous sessions)

Go to the land, quick! (<name> returns from cardboard boat to group) (other staff sign ‘boy’ or ‘girl’ and ‘off’)

swish-swish-swish-swish (CHANT QUICKLY) (Learners work with supporting staff co-actively to rock, quickly)

(*Name’s*) turn! (show photo of learner on ppt)

(*Name*) goes on the boat (staff move <name> onto cardboard boat) (other staff sign ‘boy’ or ‘girl’ and ‘on’)

swish-swish-swish-swish (CHANT SLOWLY) (Learners work with supporting staff co-actively to rock, slowly)

OH WOW! (learner operates remote switch to change slide on ppt – video of sunny scene with relaxing music begins)

Sun! Lovely, warm sun!

(Followed by differentiated sensory experience: staff member turns off lights in classroom – may be done by learner if lights are switch accessible).

Group 1 - learners are supported to operate electric fan heater using switch and switch box with two switches, using setting where both switches must be pressed simultaneously – can they work co-operatively to make heater work?

Group 2 - staff show learners different types of lighting/torches/rainbow lights etc. Notice if learners are able to track lights, notice object permanence etc.

OH NO! It’s time to go back to school! (staff sign ‘go’ and ‘school’)

Go to the bus, quick! (staff sign ‘go’ and ‘bus’)

*(Class name)* are going to school.

Play story song, ‘remove’ scene – staff remove cardboard boat and wave blue sheets to create effect of waves, which are then taken away)

Did you like the story? Choice: happy face or sad face