

Around The World in Eighty Days

(Jules Verne)

Through reading this story, the student will be listening and responding to sensory stimuli associated with it. They will use their individual communication systems to communicate whether they want more or to finish, taking some control over their environment and engaging with the supporting adult, who will know how the student communicates.

You will need:

- Watch or analogue clock face
- Basin or tray filled with water
- An atlas or globe (an inflatable one will do)
- Selection of vehicles: (steam) train, ship, aeroplane, car, etc.
- (India) Selection of spices AND/OR colourful material, e.g. silk scarves
- (Hong Kong) Rice AND/OR chopsticks AND/OR a hand-held fan
- A switch to activate sounds effects; alternatively, use the YouTube links below:
 - Clock tick-tocking sound effect:
https://www.youtube.com/watch?v=Bv_J0j9hr0E&list=PLa13AFH-yaCoSJUTE7zr48sk2CVqdiDNY&index=1
 - Thunderstorm at sea sound effect:
<https://www.youtube.com/watch?v=AsD5u6k6dKI>
 - Steam train sound effect:
<https://www.youtube.com/watch?v=Sgkq1Kiz80I>
 - The Star-Spangled Banner:
<https://www.youtube.com/watch?v=G0GFqrCcwes>
 - Boat horn blast sound effect:
https://www.youtube.com/watch?v=yYtQPeWJzRk&list=PLjAdSiO8DaImfkeEt_3QgRRIUQGK3ugpP&index=15
- Toy elephant
- (United States) Disney toy AND/OR baseball or basketball AND/OR other American paraphernalia
- (England) A cup of tea AND/OR St. George flag or Union Jack
- A bag to contain all of the above and which the student will explore before the story begins

1. Tell the student(s) that they are going to use:
 - Their ears to listen
 - Their eyes to look
 - Their noses to smell
 - Their hands to feelAdult models pointing to each and supports the student(s) to touch their own.
2. Continue by saying we are going to listen to a poem. Show each student their story bag allowing them to feel and smell saying, "*(Student's name), it's story time.*"
3. Support student(s) to feel, touch and smell the story bag as a cue to the activity.
4. Introduce the story, telling the student(s) it is about a man, and his companions, who travel around the world by train, ship, sledge and even elephant!
5. Read the story slowly, allowing time for the student(s) to lead the session by giving them time to explore.

The Story

*Phileas Fogg thinks being on **time** is very important!*

EXPLORE A WATCH OR ANALOGUE CLOCK FACE; TICKING CLOCK SOUND EFFECTS USING A SWITCH, YOUTUBE OR MP3.

He bets that he can travel around the whole world in eighty days. He bets his whole fortune and if he fails in his mission, he will have lost everything!

STUDENT LOOKS AT A GLOBE OR ATLAS; INTRODUCE A RANGE OF VEHICLES AT THIS POINT: (STEAM) TRAIN, SHIP, AEROPLANE (THOUGH NOT FEATURED IN THE BOOK).

*Fogg and his companion, Passepartout, leave London on a **steam train**.*

FACING THE STUDENT AND HOLDING HANDS, MAKE CIRCULAR MOVEMENTS TO EMULATE THE STEAM TRAIN'S CRANKSHAFT AND RODS; STEAM TRAIN SOUND EFFECTS USING A SWITCH, YOUTUBE OR MP3.

*In Italy, they get on a **steam boat** bound for Egypt...*

STUDENT EXPLORES A TOY (STEAM) SHIP OR BOAT; BOAT HORN BLAST SOUND EFFECTS USING A SWITCH, YOUTUBE OR MP3.

*...and in Egypt they board a **steamer** for India!*

STUDENT PLAYS WITH WATER IN A LARGE TRAY OR BASIN; GENTLY PUSH THE BOAT OR SOMETHING BUOYANT, e.g. LOLLIPOP STICK, ACROSS THE SURFACE OF THE WATER. THIS IS AN OPPORTUNITY FOR ANTICIPATION GAMES: "READY, STEADY... (WAIT FOR EYE CONTACT)... GO!"

*On the boat to India, the sea becomes **rough** and the **wind** blows hard.*

ROCK BACKWARDS AND FORWARDS TO REPRESENT STORMY SEAS; BLOW GENTLY INTO THE STUDENT'S FACE OR HAIR; PLAY STORM AT SEA SOUND EFFECT USING A SWITCH, YOUTUBE OR MP3.

*The ship eventually makes port safely in **India**.*

SMELL (AND TASTE) A SELECTION OF SPICES; EXPLORE THE TEXTURE OF COLOURFUL MATERIALS.

*In India, they travel by **train**...*

FACING THE STUDENT AND HOLDING HANDS, MAKE CIRCULAR MOVEMENTS TO EMULATE THE STEAM TRAIN'S CRANKSHAFT AND RODS; STEAM TRAIN SOUND EFFECTS USING A SWITCH, YOUTUBE OR MP3.

*...but the train breaks down. They decide to ride upon **elephants** to get to their next ship!*

STUDENT EXPLORES A TOY ELEPHANT; IN PARTICULAR, THE TEXTURE OF ITS HIDE.

*The adventurers get on another steamship to make the long journey across the Pacific Ocean to Hong Kong. The seas are **stormy** and the ship is tossed high upon the waves.*

ROCK BACKWARDS AND FORWARDS TO REPRESENT STORMY SEAS; PLAY STORM AT SEA SOUND EFFECT USING A SWITCH, YOUTUBE OR MP3 AND/OR STUDENT PLAYS WITH WATER IN A LARGE TRAY OR BASIN; GENTLY PUSH THE BOAT ACROSS THE SURFACE OF THE WATER.

*After a long journey across They arrive in **Hong Kong**.*

STUDENT EXPLORES THE FEEL OF RICE (IN A TRAY); SAFELY EXPLORES CHOPSTICKS; GENTLY WAG A HAND-HELD FAN IN FRONT OF THE STUDENT'S FACE.

*After a bit of trouble, and some confusion, they make it to Yokohama and, from there, take another steam ship to **San Francisco** in the United States.*

PLAY 'THE STAR-SPANGLED BANNER' USING A SWITCH, YOUTUBE OR MP3; EXPLORE A DISNEY CHARACTER AND/OR BASEBALL AND/OR OTHER AMERICAN PARAPHERNALIA.

*A steam train takes them across the United States but, oh no! – a bridge is broken! The train **speeds** up to 100 miles per hour and whoooooosh! – it **jumps** across the broken bridge!*

FACING THE STUDENT AND HOLDING HANDS, MAKE CIRCULAR MOVEMENTS TO EMULATE THE STEAM TRAIN'S CRANKSHAFT AND RODS; ROCK BACKWARDS AND FORWARDS TO IMITATE THE SPEED OF THE TRAIN. (IF THE STUDENT IS ABLE TO, RISE FROM THE SEAT AT 'JUMPS'.)

*Another steam train carries them across the Atlantic Ocean and, despite yet more near-disaster, make it to **England**.*

STUDENT WAVES THE ENGLAND FLAG OR UNION JACK; THIS IS ALSO AN OPPORTUNITY FOR THE STUDENT TO HAVE A CUP OF TEA!

Hopping aboard a steam train to take them home to London, Fogg and his companions arrive back five minutes late!

EMULATE THE STEAM TRAIN'S MOVEMENTS AS ABOVE; PLAY THE CLOCK TICKING SOUND EFFECT AS ABOVE.

But has he lost the bet?

Tell the student the story is over; support them to help pack their bag as cue to the end of the session.

I would be grateful for any feedback you would care to provide about this sensory story or others you may have read with your child or young person. In particular, I am interested in comments regarding how well the more *challenging* texts such as *Much Ado about Nothing* and *Macbeth* have been adapted into sensory texts. Please email me here: plegowski@ellentinkham.devon.sch.uk or add your comments to Evidence for Learning.