

Going to the Beach

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:

- Torch
- Clear plate
- Sand and tray (the latter is optional)
- Seashells
- Seaweed or green material
- Ice cream or vanilla essence/candle
- Cold drink (e.g. water, orange juice)
- A switch to activate sounds effects; alternatively, use the YouTube links below:
 - Beach sound effects:
<https://www.youtube.com/watch?v=b00ByTvG8Mo>
 - Dramatic sound effect:
<https://www.youtube.com/watch?v=cphNpgKpKc4>
 - Rain sound effect:
<https://www.youtube.com/watch?v=BSBEPzWivmw>
- Fine water spray (e.g. for watering plants)
- Rain hat
- 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 day out at the beach.
5. Read the story slowly, allowing time for the student(s) to lead the session by giving them time to explore.

The Story

It was a very hot, sunny day.

SHINE A TORCH THROUGH A CLEAR PLATE; STUDENT WEARS SUNGLASSES.

I decided to go to the beach.

STUDENT EXPLORES THE FEEL OF SAND (e.g. PUT SAND IN A TRAY OR ON THE GROUND SO STUDENTS CAN FEEL IT WITH THEIR FEET); BEACH SOUND EFFECTS USING A SWITCH, YOUTUBE OR MP3.

I collected some pretty shells.

STUDENT EXPLORES THE FEEL OF SEASHELLS.

I had a swim in the sea.

EXPLORE THE FEEL AND SMELL OF REAL SEAWEED OR WET GREEN MATERIAL TO REPRESENT IT; PROVIDE A BASIN OF WATER FOR THE STUDENT TO SPLASH THEIR HANDS IN.

I had an ice cream...

TASTE REAL ICE CREAM OR PROVIDE VANILLA ESSENCE OR A VANILLA CANDLE TO REPRESENT ICE CREAM.

...and a cool drink.

AN OPPORTUNITY FOR THE STUDENT TO HAVE A DRINK OF THEIR OWN OR PARENT'S CHOOSING.

Then, guess what happened next?

PLAY 'DRAMATIC SOUND EFFECT' USING A SWITCH, YOUTUBE OR MP3.

Shall I tell you?

USE A FINE WATER SPRAY TO REPRESENT THE RAIN; PLAY RAINING EFFECT USING A SWITCH, YOUTUBE OR MP3.

It started to rain.

STUDENT WEARS A RAIN HAT; CONTINUE TO USE THE FINE WATER SPRAY.

Typical, isn't it? I hurried home.

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.