**Sensory Stories @ Kimi Ora School**

Sensory stories are a great way to support children with special educational needs. We all learn from our senses everyday. A child with sensory impairments or physical disabilities may face practical barriers to this learning: they can’t see the picture; they can’t reach the toy. Children who experience sensory processing difficulties may need support in learning to regulate their reaction to sensory stimuli. Sensory stories are a fun way of providing this support, enhancing literacy skills and of simply sharing a story together.



What Is A Sensory Story?

A sensory story is usually quite short, with each sentence of the story being accompanied by a sensory stimulus. When choosing stimuli it is important to try and think of really good ones! Which one of these would make a good touch experience? Feeling a cuddly toy or feeling the air from a hair dryer on the sole of your foot? You want to aim for the really great experiences when creating a story.

The Benefits of Sensory Stories

As children, and as adults too, we enjoy sharing a favourite story repeatedly. There is a security to be found in familiarity. Sensory stories use repetition to build children’s confidence as they learn from stimuli, they give children opportunities to fine tune their responses to stimuli. By supporting our children in encountering stimuli in a safe environment we open the world to them.

Example lessons plans:

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| Kimi Ora School Unit Plan |

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| Subject: **Sensory Story Group** |

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| Curriculum Reference: Science , Tikanga-ā-Iwi  Key Competency Focus: Using Symbols and Text |

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| Date: | **Group:** |

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| Block Session Planning:  **Monday Afternoon**  Achievement Objectives:  **Science:**  Level 1 Investigating in Science (refer to topic plan)  Students will extend their experiences and personal explanations of the natural world through exploration, play, asking questions and discussing simple models.  **Planet Earth and Beyond**  Level 1 Earth systems  Explore and describe natural features and resources.  **Tikanga-ā-Iwi:**  Level 1 Place and Environment  Explain the natural and cultural features of a place.  Learning Outcomes:   * Students will explore their world using their senses. * Students will develop their visual attention. * Students will engage in activities and make attempts to communicate.   Learning Experiences:   * Resources: 3 resonance boards. Conventional chairs around the edge for if needed. * Drums / instruments * Big parachute * Bubble machine / bubble blower * Beach boxes (with sand etc) * Forest sheet – twigs/ferns to touch * Squirty bottles * Activities around – steps (up the mountain), spinning disk, tunnel (Mt Vic tunnel), cloths on the resonance board, forest cloth on board, walking, butterfly wings, ferns/sticks to touch… * Slide show of the legend “The Taniwha of Te Whanganui a Tara” * Switch with bird sounds   Play the welcoming song from the first slide as students enter the room and are positioned on the resonance boards.  *Story is on a powerpoint or notebook presentation on the Interactive Whiteboard.*  Slide 2 - Introduce the gentle taniwha. Children lay down under big parachute with gentle music playing. Blow bubbles with bubble machine.  Slide 3 – The turbulent taniwha. Make drum sounds and play instruments to accompany the thunderstorm. Engage children in intensive interaction / copying drum patterns if appropriate.  Slide 4 – water sounds. Children feel the boxes containing beach items – sand, stones and shells.  Slide 5 – squirty water and sea song “At the bottom of the sea” (disappear into the ocean – go under a big sheet).  Slide 6 – The taniwha stretched out. Play “our lovely bodies can stretch and relax” using lycra and then stretching out the children’s bodies to the song.  Slide 7 – Changing into a bird. Activities around – steps (up the mountain), spinning disk, tunnel (Mt Vic tunnel), cloths on the resonance board, forest cloth on board, walking, butterfly wings, ferns/sticks to touch… (at this time non-mobile students can return to their wheelchairs).  Slide 8 – Wellington song.  Sing goodbye song and reflect on how each child responded to the session. |

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| Kimi Ora School Unit Plan |

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| Sports – Gross Motor Sensory Story. Theme: Pirates! |

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| Curriculum Reference: Health and Physical Education  Key Competency Focus: Using Symbols and Text |

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| Date: | Year Group: |

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| Block Session Plan:  **Monday 11 – 12pm**  Achievement Objectives:  HEALTH AND PHYSICAL EDUCATION  Movement Concepts and Motor Skills  **Movement skills; Science and****technology**  *Students will:* Develop a wide range ofmovement skills, using a variety of equipment and playenvironments.  Learning Outcomes:  Students will gain an awareness of their body parts and their respective functions. They will –  Respond appropriately to verbal, auditory and visual cues  Practise specific movements and coordinated actions  Students will learn the sequence of being able to jump, throwing and rolling a ball, walking on a plank  Learning Experiences:  Resources: bungee, steps, pirate costumes (hats), Big Macks “eye eye Captain!”, plank, lycra, treasure box with gold necklaces inside.  **Starting song** – pirate song to set the scene.  “Eye eye there me hearties. How would you like to come and join me Captain Smartypants aboard my pirate ship? I need some good looking, strong pirates to help me find me treasure”  Song – **what you need to be a pirate**. Children put on their pirate costumes – hats, eye patch etc  Ok, I have a map. It looks like we need to sail the ship till we find an island with a big coconut tree, jump over the rocky island, walk the plank and swim to the bottom of the sea.  Right, let’s get on my ship – Students climb the steps and down the steps to get to the ship – seats in circle.  Song “**Anchor Rope**”– holding onto the bungee pulling up the anchor  **Throwing balls** -  Coconut tree on IWB and real tree. “Look, it’s the coconut tree! Let’s get some of those coconuts on board me hearties!”  Students use balls for coconuts, throwing to each other or exploring.  “OK, we have all the coconuts we need. We don’t want to sink this ship! Back into the boat me hearties!”  Up steps and back into the boat - “**Anchor Rope**”– holding onto the bungee pulling up the anchor (can we continue with the 2nd part of this song?)  **Hoops** (jumping/stepping/exploring) –  The map says we need to jump over rocky island. Look it’s rocky island (IWB). Out of the ship comrades, let’s jump. (Song – jump, jump, jump like a kangaroo).  Up the steps and back into the ship pulling up anchor song (3rd part)  **Walk the plank** – “Ok, who is brave enough to walk the plank?”  Out of the boat and walking across the yellow plank.  Back into the boat for ‘swimming’ in the water. Using Lycra or blue cloth. Song – At the bottom of the sea.  Treasure box under the cloth – “Look, it might be treasure.” “Where is the treasure, where is the treasure, where has it gone?” Child to come up and take the lycra off the treasure box. Child to hand around the box for others to take out the treasure.  “We are rich. Let’s take this treasure home!” (Coming back home – song) |
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