



St.
Margaret's School
Tadworth

The Children's Trust
For children with multiple disabilities

Carousel Days Resource Pack

Multi-sensory experiences for people with
profound and multiple learning difficulties

St Margaret's School, Tadworth Carousel Days Resource Pack

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Introduction

About St Margaret's School

St Margaret's School is a non-maintained residential special school for children and young people with profound and multiple learning difficulties (PMLD) and complex health needs. The school is part of the national charity The Children's Trust, Tadworth, which provides care, education and therapy to children with multiple disabilities and complex health needs and rehabilitation to children with acquired brain injury.

The pupils at St Margaret's School function cognitively at roughly the same level as a three-to-six month old. In order to assess, record and build upon the small yet significant developmental steps each learner makes, they are disapplied from the National Curriculum and instead follow the school's own *The Profound Education Curriculum*. This integrated, 24-hour curriculum is broad, balanced and designed to be relevant to individual need. It has been published and is now in use in dozens of special schools around the UK and internationally.

Carousel Days are one example of the educational experiences offered at St Margaret's. They were developed by the school in order to provide a day of multi-sensory experiences for all learners and incorporate the aims of *The Profound Education Curriculum*.

What is a Carousel Day?

A Carousel Day provides opportunities for learners with profound and multiple learning difficulties to take part in a range of structured, multi-sensory experiences linked to a central theme.

At St Margaret's School, once every term, each of the six classrooms is transformed into a multi-sensory environment linked to a central theme such as "Rivers and Oceans", "Animals" or "Folklore and Legends". Two members of the class team lead an "experience" linked to this theme. All other staff members work alongside the learners to ensure they are fully involved.

Sessions last 30-35 minutes and follow a planned format, designed to provide learners with the opportunity to take part in all aspects of the multi-sensory experience. At the end of a session each group of learners moves round to a different classroom, until by the end of the day they have taken part in all of the experiences in each room.

At St Margaret's the theme for the Carousel Day links to that term's chosen topic, but for other schools the possibilities are endless. Smaller schools with three or four classes may choose to condense activities into a Carousel Morning.

An example of a Carousel Day theme could be: "Folk Lore and Legend".

Class experiences could then include:

- Jason and the Argonauts
- Morris dancing
- The story of Hansel and Gretel

One to one support

It is essential that each learner is supported by someone who can ensure they are fully involved in all aspects of each classroom experience. Learners with PMLD will usually need to be supported to touch, explore, listen, smell and taste what is offered to them and to take part in any physical activities.

Learners will need situations explained to them verbally, using touch cues, body language and objects of reference.

Things to consider

- Sessions should incorporate as wide a range of sensory experiences as possible: vision, hearing, touch, movement, smell and taste (where appropriate).
- Supporting staff should be guided to ensure pupils are fully involved. At St Margaret's we encourage the involvement of family members and volunteers, in which case some explanation or even training might be necessary in advance.
- In introducing learners to a session, use maximum vocal expression to "set the scene", eg a scary voice, quiet delivery or rhythmic chants as appropriate to content.
- But avoid using too much verbal input, which may not be accessible to the learners. The focus should be on delivering a multi-sensory experience for the learner, and the story or session plan are the vehicle for this experience.
- Remember health and safety. Be aware of risks associated with trailing wires, temporary constructions, draped materials, changes in lighting, etc. Risk assess all activities beforehand.
- Learners may need time out from the experiences. Consider this will be managed. Have a separate area or room for quiet time and/or personal care.
- Think about scheduling in comfort breaks if the event is to happen over a whole day.

Themes and example class sessions

The following pages contain some examples of themes and a few related session plans which have been used at St Margaret's School. We hope they provide some inspiration and a useful starting point for you to develop your own Carousel Days. Have fun!

Theme 1: Rivers, Seas and Oceans

Gold and Roll



Country and Western music, panning for gold, visiting the casino

A Trip to the Seaside



Seaside sounds and smells, making sand castles, shells, seaweed, pebbles, candy floss, Punch and Judy

Ocean Adventure



Boat trip, storm, wind and rain, desert island, sea creatures, finding buried treasure

Rivers, Seas and Oceans



A Mississippi Memphis Boat Trip



Dixie music, water wheel, making straw boaters, playing in the Dixie band

A trip along Brighton Pier



Slot machines, coconut shy, bingo, hook a duck game, fishing off the pier, sun hats, sticks of rock, seafood

Titanic



Dancing in the ball room, sea spray and the cold of the iceberg, man the lifeboats! Celine Dion!!

Class Session: Gold and Roll

Gold prospecting in the Colorado River and playing roulette in the Golden Nugget Saloon.

What you will need:

- Individual cowboy hats and waistcoats for each learner to wear
- Session leader to wear cowboy outfit – Stetson, waistcoat, jeans etc
- Assistant to dress as a Casino hostess (dress, boots, gloves, feather boa)
- Country and Western music
- Trays of water with sand and lumps of 'gold' (gold-painted pebbles)
- Weighing scales
- Certificates
- Cardboard disks for money
- Playing table with roulette wheel and cards
- Strawberry cocktails – made from fresh strawberries, milk and ice-cream
- Food blender, set up with Big Mack switch for learners to operate
- Chocolate cake with marshmallows (our version of Mississippi Mud Cake!) to taste
- CD with the song *5,6,7,8* by Steps

Procedure:

- With Country and Western music playing in the background, greet each learner as they arrive and support them to dress up with hats and waistcoats
- Each learner to feel their own part of the Colorado River by putting their hands in the trays, touching the water and sand, and finding/holding gold nuggets
- Session leader to weigh each learner's gold, entering their name and weight of gold in ounces onto their own certificate
- Each ounce of gold earns a coin of money to spend at the Golden Nugget Saloon Casino
- Entrance of the hostess of the Casino – learners are encouraged to 'look' at her – wearing bright red and glittering clothes with a feather boa. Learners are tickled by the feather boa, encouraging them to feel and respond
- Learners gather around to listen to the sound of the ball as it travels around the roulette wheel. The learners are enabled by their one-to-one supporter to place the cardboard money on the green cloth to play the game. Learners hold their money and experience the excitement of the game
- Time for refreshments! Experience the smells and tastes of the strawberries,

ice-cream and chocolate cake. Learners take turns pressing the switch to operate the blender, listening to the sound

- Those able to drink can taste the end product
- Evening entertainment at the Casino – wheelchair dancing to the song *5,6,7,8* by Steps.

Session ends

Class Session: An Ocean Adventure

A trip across the sea to find buried treasure and catch fish on a tropical island.

What you will need:

- Room decorated appropriately, eg tissue streamers hanging across the entrance, decorated fish cut out from card hanging around the edge of the room and on the floor
- Parachute
- Projector, projecting clouds onto the walls and ceiling
- Spotlight
- Rainmakers
- Thunder shaker
- Water sprayers
- Handheld fans
- Toys: dolphin, octopus, turtle
- Sand in tray
- Shells in tray
- Box of 'treasure' (filled with beads, shiny metal objects, coins, jewels) covered with a cloth
- Large card cut-out fish, decorated
- Smaller cut-out fish for each learner to decorate
- Glitter, paint, brushes, felt pens, sticky tape, blue tack
- CD – *Fingal's Cave* by Mendelssohn
- CD – relaxing surf/waves sound effects, eg *Coral Island Surf*

Procedure:

- Play *Fingal's Cave* as learners enter the room through the streamers hanging from the door
- "We're going on a boat trip to find buried treasure. Let's all get on to the boat". Everyone moves into a circle with supporters standing between learners
- Supporters hold the parachute, the lights are dimmed, the projector is turned off and *Fingal's Cave* plays. Make gentle waves with the parachute. There's a gentle wind, but the waves are getting rougher and the wind is getting stronger. Make parachute movements stronger, sound the thunder shaker, use water sprays and switch on fans
- The storm dies down and we reach the island. Projector on. Learners move positions in the room but remain in a circle. Play *Coral Island Surf* – learners are encouraged to listen. Lights on, projector off.
- There are lots of animals around the island and shells in the sea too. Feel the octopus, dolphin, turtle, shells and sand

- Now it's getting dark. Lights off. We're going to discover some buried treasure. Everyone holds on to the cloth covering the treasure chest (symbolising a rock), then it is pulled away after 1,2,3. Shine spotlight on to the treasure. The learners are encouraged to look, feel and explore the treasure
- There are lots of fish swimming around this island. Let's see who can catch a fish. As learners are pushed around the room in their wheelchairs, supporters pick up fish and encourage them to explore. Sing, to the tune of *Here We Go Round the Mulberry Bush*, "We are going fishing today, fishing today, fishing today. We are going fishing today, hope we catch some fish."
- All sit in a circle again, place fish on parachute, supporters to hold edges and shake to try to get fish to land on the learners' trays
- The learners are supported to decorate their fish
- It's time to go home, let's get back on the boat. All to return to original positions in the circle. Play *Fingal's Cave* before leaving.

Session ends

Theme 2: Around the World

Sweden



Swedish Midsummer, with Swedish maypole dancing, meatballs and cinnamon bread

The Caribbean



Palm trees, sun, sea and sand, Caribbean dancing, limbo dancing, fruits and spices

Australia



Aborigines, kangaroos, didgeridoos, Uluru (Ayers Rock), snakes, crocodiles and spiders, Rolf Harris songs, the story of Yondi the Warrior

Greece



The Olympic Games!

Around the World



Africa



Rainforest music, thunder and rain, animals, drumming, flying frogs!

Scotland



Scottish music and dancing, tossing the caber, thistles, haggis, whisky, making a tartan

Class Session: Australia

A trip to the landmarks of Australia followed by a multi-sensory telling of the story of Yondi the Warrior, who made the first boomerang and discovered the crocodile.

What you will need:

- Hats with corks for learners to wear
- CD of Aboriginal music
- Boomerang
- Didgeridoo
- Wobble board
- Toy crocodile
- Bark from a tree to represent the crocodile's back
- Eucalyptus oils to smell
- Chalks and charcoal
- Magic stick
- Story of Yondi the Warrior (an Aborigine legend which can be found at <http://tiny.cc/JRn1h>)
- Overhead projector with pictures of Australian landmarks (eg Sydney Opera House, Ayers Rock)
- Water spray
- Anzac biscuits, Vegemite and banana milkshake 'smoothie' to taste

Procedure:

- As learners arrive, the room is darkened and Aboriginal music plays. Learners are supported to look at the slides of Australian landmarks. Each learner is supported to look at, hear and feel the wobble board and didgeridoo
- Leave just one light on in the room as the story of Yondi the Warrior is told. During the story each learner feels and looks at the magic stick, boomerang and crocodile and smells the eucalyptus oils. They are encouraged to touch the bark, which feels like a crocodile's back, and experience the spray of the water as the crocodile wakes up in the lagoon.
- Using chalks and charcoal, learners are supported to make Aboriginal-style signs and symbols to create a display for the corridor
- Tasters of Anzac biscuits, Vegemite and banana milkshake 'smoothie'

Session ends

Class Session: Africa

Experiencing the rain forest and playing African drums.

What you will need:

- CDs of African music, rainforest sounds and drumming
- Projector and glitter ball.
- Streamers of green tissue/ribbon/paper attached to long sticks and to the walls/ceiling
- Paper/card cut-out leaves to decorate the room
- Toy jungle animals
- Thunder maker
- Water sprays
- Hand drums
- Book: *Tumpa Tumpa* by Maggie Walker
- Mangos, spices, black eyed beans
- Paper outlines of a drum
- Pencils and felt pens

Procedure:

- Learners enter the room to African music
- Introduction: "We're going for a walk through the African rainforest." Play rainforest sounds
- Dim the lights, switch on projector and glitter ball
- As learners move around the room, move the decorated sticks backwards and forwards over them
- The forest has frequent downpours of rain. It's getting cloudy. Turn off the projector. Listen to thunder from the thunder maker. Feel rain from the water sprays
- The rain is over, the sun is coming out. Switch on projector, listen to rainforest sounds on CD. The animals come out of their shelters now the rain has gone. Learners feel the toy animals
- Start playing the CD of drumming music quietly. We can hear drums in the distance. All gather round in a circle. Drums play an important role in African music. Learners are given hand drums to play and listen to
- CD off. Read story of *Tumpa Tumpa*. Supporters join in with drums and hand round the food and spices for learners to explore

- Each learner is supported to colour a drum picture, which is stuck to their wheelchair tray
- Learners exit the room by being taken back through the rainforest.

Session ends

Theme 3: Festivals and Celebrations

Bonfire Night



Firework music, bonfire, decorate a Guy, fireworks

Weddings



Church, flowers, invitations, bride and groom, wedding music, party

Glastonbury



Hippie clothes, wellington boots, tents, mud, rock music

Festivals and Celebrations



Flower festivals



Planting, watering, flower arranging, daisy chains, "The Floral Dance"

Notting Hill Carnival



Bright clothes, steel band music, dancing, Caribbean food

Birthdays



Pass the parcel, action songs, balloons, jelly and ice cream, wrapping and unwrapping presents, making cards, disco music

Class Session: Bonfire Night

Join Guy Fawkes and experience the sights and sounds of Bonfire Night.

What you will need:

- Fairy lights attached to the ceiling
- Black out blinds drawn down
- 'Bonfire' made from fibre optic lights over a bucket in the middle of the room
- Table with a fluorescent drape over it
- Rope lights
- For Guy Fawkes: hat, cloak, sword, cardboard 'sticks of dynamite'
- Red, orange and yellow paper for dressing up as flames
- Wax crayons, watery paint
- Paper templates in the shape of fireworks
- Biscuits and writing icing
- Hot chocolate with cream and marshmallows
- Jacket potatoes and sausages
- CD of Handel's *Fireworks Music*

Procedure:

- Learners enter a darkened room with lighting as above
- One learner is chosen to be Guy Fawkes and dressed in the hat and cloak and given the sword and dynamite
- Other learners choose a fire colour and dress as flames
- Guy Fawkes is brought to the fire and rope lights are placed around him
- Other learners come to the fire and dance around it as Handel's *Fireworks Music* is played. Then main lights are turned on.
- The bonfire feast: learners experience the smells, touch and taste (when appropriate) of the feast
- Come to the table, learners decorate biscuits as catherine wheels or decorate a firework picture
- Main lights off. Play *Fireworks Music* as learners leave.

Session ends

Class Session: Weddings

You're invited to a wedding! Play 'The Wedding Game' and find out who gets to be the bride.

What you will need:

- Door to be decorated as a church door
- Red carpet marked out with four sections for the Wedding Game
- Big Mack switch for each learner
- Clothes and hats for hen/stag night
- Sponge cakes and items to decorate them
- Coloured cards as wedding invitations, partly completed
- Wedding outfits (see below)
- Confetti
- Bouquet of flowers
- Party music

Procedure:

- On arrival, learners are given a wedding invitation to be decorated, which they can keep as a record of the experience
- Roll out the red carpet. We are going to play our 'Wedding Game'
- Play some romantic music for the first square – this is the square for the first date. One learner moves onto the square and is supported to press the Big Mack switch on which the question "Where did you meet your date?" has been pre-recorded
- Learners are supported to record a message on their Big Mack switches stating venues where couples might meet. Learners are then supported to press their Big Macks to give their answer
- On to the next square. Time for the hen/stag night. Learners are supported to choose an outfit. Put on some pop music and dance!
- Next square. Decorate the wedding cake. Learners are assisted in decorating the sponge cakes
- Go on to the final 'wedding square'. Every learner picks a coloured card. They are given a box that matches the colour of their card. Each box contains a wedding outfit – bride, groom, bridesmaid, father of the bride, mother of the bride, vicar, guests. Learners dress in their outfits and the wedding ceremony begins. A wedding picture is taken. After the wedding there is confetti, more music and dancing. The bride throws her bouquet!

Session ends

Theme 4: Animals

Nocturnal Animals



Darkness, the sound of crickets, scurrying mice, sun rise

Action Story – As Quiet as a Mouse



Based on the book *As Quiet as a Mouse* by Hilda Offen, stamping, clapping, laughing

A Walk in the Woods



The smell of pine, feeling the woodland animals, the sound of buzzing bees

Animals



A Day at the Races



Grooming horses, betting on the races, “champagne” and strawberries

Animal Boogie



Based on the book *The Animal Boogie* by Debbie Harter, animal masks, making animal sounds

We’re Going on a Bear Hunt



Based on the story *We’re Going On a Bear Hunt* by Michael Rosen, wellington boots, leaves, a dark cave, certificates of bravery!

Class Session: Nocturnal Animals

A multi-sensory experience of spending a night in the woods.

What you will need:

- A set of the following for each learner: piece of string, hand brush, hot water bottle wrapped in fur with vibrating toy inside, a small fan
- Blacked out room
- Bat shapes hanging from ceiling
- Session leaders wearing black clothes
- CD of animals sounds: crickets, cat, owl, bats , dawn chrous
- Hand drum
- Torches
- Projector and screen
- Black card with animals shapes drawn on
- Scissors, sticky tape, glue
- Big Mack switches
- A desk lamp

Procedure:

- It is 'dusk' as the learners arrive in the partially darkened room and are given their set of items. Their trays are removed and supporters sit in front of each learner. Everyone must keep quiet
- Meeting the animals. There is a short introduction about the animals, then the learners are given the opportunity to touch and feel them. The piece of a string is a mouse's tail which touches the learners' feet, the brush is a hedgehog which touches their legs, , the fan gives the feeling of an owl swooping past
- The sound of crickets is turned on and learners watch the sun setting on the screen. It becomes dark. Learners hear a fast tip-tapping sound and feel the piece of string – the mouse's tail – running across their feet
- The tip-tapping gets quicker and is joined by the sound of squashed dry leafage. The learners feel the brush against their legs – it's a hedgehog!
- Play the cat sounds from the CD. The hot water bottle wrapped in fur becomes a cat which lies in each learner's lap
- After the cat is gone learners listen to the owl sound, follow the owl's shining eyes (torch), and feel the movement of the owl's wings as it swoops past (the fan). They can also touch and feel a toy owl (given by the session leader)

- Explain that a flock of bats is flying overhead. This is followed by the sounds of bats and a few of the bat shapes, illuminated by torches, are shaken above the learners' heads
- Morning is coming. We hear the sounds of the dawn chorus as the sun rises on the screen
- Learners are made aware that the lights are being switched on
- Learners are supported to cut out the shape of a nocturnal animal and attach it to a stick to take away as a record of their experience.

Session ends

Class Session: As Quiet as a Mouse

Rhyming action story based on the book *As Quiet as a Mouse* by Hilda Offen

What you will need:

- Music: *Peter and the Wolf* by Prokofiev
- Jungle backdrop for classroom
- Soft toys for animals to feature in *Old MacDonald Had a Farm* song: eg dog, cat, pig, sheep, duck, cow
- Animal mask stencils
- Finger paints, glue
- Tasters of tropical fruits: eg pineapple, papaya, kiwi, coconut
- Copy of the book *As Quiet as a Mouse* by Hilda Offen
- Soft toys of each animal mentioned in the story: mouse, butterfly, worm, hen, pig, seal, chimp, giraffe, bear, wolf, lion

Procedure:

- As learners arrive, play *Peter and the Wolf* music
- In a circle, all sing *Old MacDonald Had a Farm* with soft toys to look at and feel as we hear the sounds of each animal
- Learners supported to cut out and decorate a mask to wear during the next story
- Everyone is given the opportunity to look at, feel, smell and taste some tropical fruits
- For the story, learners wear their masks and have toys on their trays for the story. The session leader says each line, which is then repeated by the rest of the group in unison. The individual animals are then shown to the learners accompanied by their action or sound as per the instructions below
- Read *As Quiet as a Mouse*:
 - Mouse: put fingers to lips and say 'sh'
 - Tiptoes: walking on tiptoes, push the learners around in a circle until they are back to their places
 - Listen: give each learner the touch cue to 'listen'
 - No sound: supporters put their hands to their ears and then over the learners' ears
 - Butterfly sighs: the butterfly is held high so all can see it, everyone gives a big sigh
 - Worm wriggles: everyone giggles as we look at the wriggling worm
 - Hen sneezes: supporters pretend to sneeze twice. Toy hen is passed around
 - Bored pig: supporters snort and snore while learners look at the pig toy

- ❑ Seal claps: everyone claps their hands as the seal toy is passed round
 - ❑ Chimp stamps: supporters stamp their feet and touch the learners' feet as the chimp toy is passed round
 - ❑ Giraffe laughs: supporters laugh, giraffe toy is passed round
 - ❑ Bear shouts: shout "look out!" and pass round the teddy bear
 - ❑ Wolf huffs and puffs: make the sound of huffing and puffing, pass round the wolf
 - ❑ Lion roars: roar very loudly and pass round the lion toy
 - ❑ Terrible din: make all the animal sounds together! Sigh, giggle, sneeze, snore, clap, stamp, laugh, shout, huff, puff and roar
 - ❑ Stop it, now: shout "stop!"
 - ❑ Quiet: whisper "shhh"
- Finish the session by all singing *The Animal Fair*.

Session ends

Class Session: A Walk in the Woods

A walk through the English countryside to find honey bees.

What you will need:

- CDs – *The Flight of the Bumble Bee* by Rimsky-Korsakov, countryside sound effects, English country songs, the *Enigma Variations* by Elgar
- Two screens covered in green
- Projector showing green colours
- Pine oil
- Grasses and soft branches
- Shallow tray filled with blue coloured water with plastic frog, weed and other pond creatures
- Shallow tray filled with sand with plastic spider, mouse and other small creatures
- Toy woodland animals to feel
- Large paper sunflowers
- Pots filled with 'nectar' – talc and turmeric
- Two bee costumes – cloak and antennae
- Honey and bread

Procedure:

- Play English country music as learners enter and tell everyone that we are going for a walk in the woods and will need to walk in twos. The wood is dense so it will get dark
- Learners sit in twos between the screens
- Turn off the lights and turn the projector on so that the image shines on the wall in front of the learners
- Play music from Elgar's *Enigma Variations*
- Supporters walk alongside the learners and encourage them to smell the pine and feel the grasses and plants brushing against their arms and faces
- We are arriving at a clearing in the woods. Turn lights on and projector and music off. Learners sit in a circle and are given the opportunity to feel the animals and search in the water and sand for small animals. Talk about all of the creatures that might live in the woods
- Session leader says "listen, I can hear bees..." Everyone makes buzzing sounds.
- Explain to the learners that bees perform a dance to let other bees know where they have found flowers

- Learners are divided into two teams. The teams take turns in being supported to put on the bee costume, collect a pot of nectar cross the room, go back to their team, do a 'waggle dance', then hand over the costume to the next person.
- Time now to taste and smell the honey. The winning team goes first!
- It's now time to go back through the woods. Learners get into twos and repeat the first part of the session.

Session ends

Class Session: A Day at the Races

We're off to the races to experience the buzz of the paddock and the thrill of backing a winner

What you will need:

- Area designated as the betting office
- Hats for the spectators
- Betting slips
- Toy money
- Jockey hats
- Board with names of horses
- Dice
- Start and Finish signs
- For the racecourse the room is marked out with a number of spaces between the start and finish
- Starting block
- Cardboard cut-out horses' heads to stick onto the side of each learner's wheelchair
- Numbers for horses
- Grooming brushes and polish
- 'Champagne' – sparkling fruit juice
- Trophies & rosaries
- Funfair stalls
- CD of funfair music
- 'The cast', played by members of staff:
 - stable boy
 - usher
 - bookie

Procedure:

- Greet learners outside the room – this area has been made to resemble a paddock. Half the group will be the jockeys – they are supported to choose their horses and numbers, which are stuck to their wheelchairs, and are shown into the room by the stable boy. The other learners are the gentry and will be spectating and betting on the races. They are given hats and are shown to their stands in the room by the usher
- The spectators go to make a bet using the toy money. While they are doing this the jockeys are checking their horses – learners are given grooming brushes and polish to smell and feel.
- The jockeys are given their hats and we're ready to race!
- The jockeys race by being supported to roll the dice and then move forward the appropriate number of spaces. There is lots of lots of cheering and encouragement from the spectators

- We celebrate the end of the race champagne. Trophies are given out to the winning jockeys
- “Winnings” are collected from the betting office
- Everyone goes outside (weather permitting) to enjoy the side show with candyfloss, coconut shies, and other funfair stalls. Gentry can spend their “winnings” in the funfair.

Session ends

Class Session: The Animal Boogie

Get involved in a multi-sensory version of a fun story.

What you will need:

- Room decorated as a jungle scene.
- Book: *The Animal Boogie* by Debbie Harter and accompanying CD
- Soft toys or puppets of the animals in the story: bear, monkey, elephant, bird, leopard and snake
- Large fan
- Rainmakers, water sprays, drums and drumsticks, tambourines Mask templates of the animals above
- Scissors, card, ribbon, glue
- Mirror

Procedure:

- The learners are welcomed into the jungle through a curtain of vines and gather in a circle
- There's a thunderstorm in the jungle. It starts with the first stirring of the wind (supporters rub hands in a circular motion, learners feel the wind from the fan), then the pattering of rain (clicking fingers). The rain gets heavier (clapping and water sprays), heavier still (add stamping feet) and becomes a torrential downpour (add rainmakers and drums)! The storm then dies away gradually (repeat all the above in reverse order ending with gentle wind)
- Play CD of *The Animal Boogie*, making sure to include pauses for the learners to see and explore each of the animals as it is introduced in the story. Supporters sing along with the CD and assist the learners in carrying out the sensory instructions (shaking tambourines, stomping feet, etc). Learners are supported to move around for the "boogie, woogie, oogie"
- Learners are then supported to make their own animal masks. Learners who are visually aware are given the opportunity to see their reflection in a mirror when wearing their mask
- The CD is played again, this time without pauses. The learners take centre stage to dance the Jungle Boogie when their animal is named in the song, while everyone else makes the appropriate accompanying sounds
- Learners may take their animal masks with them to keep as a reminder of the session when they leave the jungle.

Session ends

Class Session: We're Going on a Bear Hunt

Wrap up warm and trudge through different challenging environments in the hunt for the big bear. If you're brave enough you'll get a certificate!

What you will need:

- Book: *We're Going on a Bear Hunt* by Michael Rosen
- CD of nature/outdoor sound effects
- Large teddy bear
- Rain coat, hat and scarf for each learner and the session leader to wear
- A pair of wellington boots
- Bear footprints cut out of black paper
- Room arranged to represent the different areas in the story:
 - Meadow: tall grass (tissue paper) hanging from the ceiling
 - River: blue material, water sprays, fish to decorate, paint, glitter
 - Oozy mud: mud face masks for learners, 'fart pots'
 - Dark forest: paper trees and bushes on walls, leaves hanging from ceiling, tray of leaves for learners to feel and hear
 - Dark cave: (if available) a quiet adjacent room decorated with dark material, rocks to feel, and large teddy bear
- Big Mack switch with growling sounds pre-recorded onto it
- Certificates of bravery (see below)
- Pre-made sandwiches

Procedure:

- Greet each learner as they arrive. CD of natural sounds is playing in the background. Learners are supported to dress up in rain coats, scarves and hats
- Session leader reads *We're Going on a Bear Hunt* to the learners, as they are pushed around each of the experiences, following the trail of bear footprints on the floor
- At each area, pause to feel and experience it, using all appropriate senses to participate. Supporters help learners use their senses to encounter each experience
- At the river learners are given the opportunity to use paint, shiny paper and glitter to decorate a fish
- Continue through the experiences, reading the appropriate passages from the story
- In the final area, the cave, the learners will encounter 'the bear'. Encourage them to feel him and activate the Big Mack switch to hear his growl
- At the end of the story we go back through all the different areas in reverse

order. The learners are taken quickly through the areas, ending in the centre of the room, or 'home'

- Learners receive a certificate of bravery for bear hunting (see overleaf) and are given sandwiches for tea.

Session ends

Certificate of Bravery

This is to certify that

is a very brave bear hunter

