

Sensory story

a Sensory Trust Sensory story



We have created a sensory story about the processes that occur in the daily life of a tree, what it needs to thrive and what it does to survive.



Aim

To experience a sensory story of the everyday processes of a tree.



Time

1 hour.



Number

Can be done individually, small groups.



KS

All ages.



What you will need

- * **The Sensory Story – A Day in the Life of a Tree** and associated sensory experiences.
- * You will need to make up the smell experience. The smell of tannin can be recreated with an old piece of leather or by using plain Listerine mouthwash on a piece of cotton pad in a small pot. Refresh by adding a drop more Listerene.
- * For the taste experience we recommend vegan, gluten free berry gummies. You could also use sugared water or juice and use a pipette to drip onto the young person's lips.
- * Red acetate.
- * Something to represent a caterpillar or a soft toy caterpillar,
- * Something to represent carbon dioxide and oxygen. We have used the chemical symbols in the form of 3D letters mounted on board.



Prep

Make sure all the components of the story are ready and in the order of which you will use them. The story will have the details.



Learning outcomes

- * Sensory experiences in relation to the natural world of a tree.
- * Science – developing an understanding of the nature and processes of a tree and what they need to grow.
- * Listening skills and turn-taking skills.



Why

Stimulating the senses during learning activates more areas of the brain and repetitive words create more neural pathways in the brain by associating the words with a sensory input. Cognition naturally follows.



Expanding the activity

- * Repeat the story daily for a week or a couple of times a day over a few days. After the 7th or 8th time sensory learners can begin to predict and anticipate the actions with the words, creating excitement.



Levels of engagement



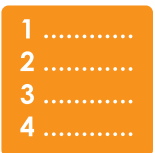
Sensory

- * Read the story sentence by sentence, slowly and deliberately. For each sentence there will be a sensory item to match the sentence. Once you have spoken the sentence pass the sensory stimulus around the group repeating the sentence as each student experiences it.



Semi-formal

- * Read the story sentence by sentence, slowly and deliberately. For each sentence there will be a sensory item to match the sentence. Once you have spoken the sentence pass the sensory stimulus around the group repeating the sentence as each student experiences it.
- * See if they can follow along with the Widgeit story.
- * Can they remember the next line in the story after repeated telling?



Formal

- * Read the story sentence by sentence, slowly and deliberately. For each sentence there will be a sensory item to match the sentence. Once you have spoken the sentence pass the sensory stimulus around the group repeating the sentence as each student experiences it.
- * Encourage them to follow along with the Widgeit story.
- * Can they make up their own story using a few sentences and thinking of an experience to go along with it?

Sensory Trust promotes and supports the creation and management of outdoor spaces that can be used and enjoyed by everyone, regardless of age or ability.

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