

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



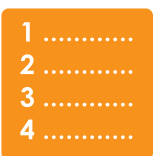
Sensory

- * 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 Widgit story.
- * Can they remember the next line in the story after repeated telling?



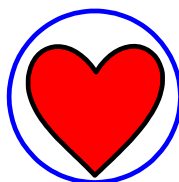
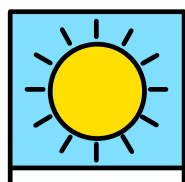
Formal

- * 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 Widgit 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.

www.sensorytrust.org.uk tel: +44 (0)1726 222900 enquiries@sensorytrust.org.uk

Produced through the Growing among Trees Project in partnership with:



A Day in the Life of a Tree

Story (including Teacher Notes)	2
Story (with visuals)	3 - 4
Photograph of resources	5

Funded by



Sensory Trust



Thegardenclassroom.org.uk



The sun rises, the red light shining down in the forest tells the trees it is time to wake up!

(Look through red acetate. Make stretching noises and movements bringing your arms up)

The trees start their day, breathing in the carbon dioxide, breathing out the oxygen.

(Posing like a tree take deep breaths. Use the symbol sign to show carbon dioxide as you breathe in, then turn it over to show oxygen as you breath out)

To grow big and strong the trees share food, they reach out to each other through their roots

(Pass a taste experience around the group, take one and pass it on, sharing the food. If solid food is not possible use a pipette and juice or sugared water on the lips, or lip balm, for a taste experience)

Warning! The creeping, crawling caterpillar is here, protect yourself!

(Pass the caterpillar from tree to tree – person to person)

Make your leaves smelly so they don't get eaten!

(Waft the smell through the forest)

Now we are safe time to do our daily chores. Absorbing light through our leaves.

*(Stretch out arms and wiggle your fingers towards the light)

Locking in carbon

*(Cross arms over body to show locking in)

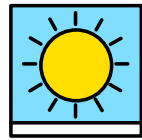
Sucking up water

*(Make a slurping sound, moving arms up through body from bottom to top - or suck up water through a straw or use syringe to show sucking up water)

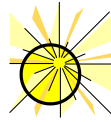
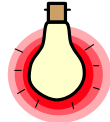
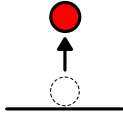
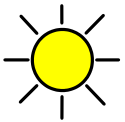
*(Keep going around in these motions as many times as you want, stretch, lock, slurp and repeat)

The sun is setting, our day is done, time to rest.

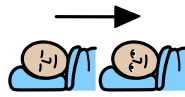
(Deeper red -two pieces of acetate- to look through, relax and pretend to go to sleep, either by dropping your arms or lying down and closing your eyes)



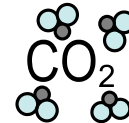
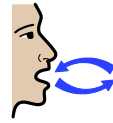
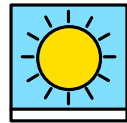
A Day in the Life of a Tree



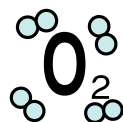
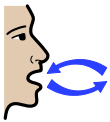
The sun rises, the red light shines down on the forest.



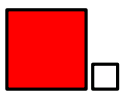
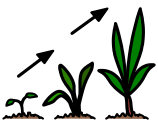
Time for the trees to wake up!



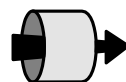
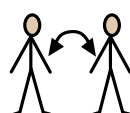
The trees start their day breathing in the carbon dioxide,



breathing out the oxygen.



To grow big and strong the trees share food and nutrients,



they reach out to each other through their roots.



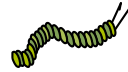
Warning!



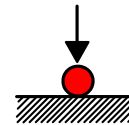
The creeping,



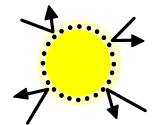
crawling



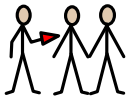
caterpillar



is here,



protect



yourself!



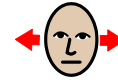
Make your



leaves



smelly,



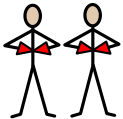
so they don't



get eaten!



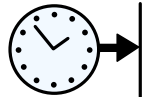
Now



we



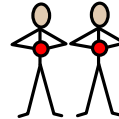
are safe,



time to



do



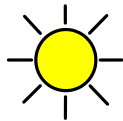
our



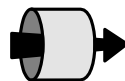
daily chores.



Absorbing



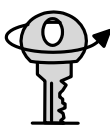
sun



through



our leaves



Locking



in



carbon



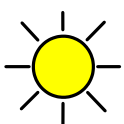
Sucking



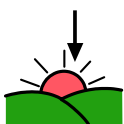
up



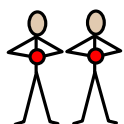
water



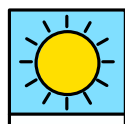
The sun



is setting,



our



day



is finished,



time to



rest.

