

*Dear Santa...*  
*A Multisensory Christmas Poem*



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**⚠ Before we start our magical adventure please read the information below:)**

The author has used their best efforts in preparing this story and makes no representation or warranties with respect to the accuracy, applicability, fitness or completeness to the contents. The information in this story is for pleasure and educational purposes only. If you wish to apply any ideas contained in this book you are taking full responsibility for your actions. If you are in any doubt regarding undertaking any activity or using a prop then seek advice before starting.

**⚠ Not suitable for children under the age of 3.**

**⚠ These activities are designed to be led and supervised by a responsible adult at all times.**

**⚠ Be aware of choking hazards.**

**⚠ Check the ingredients in any items you may be using for potential food or skin allergies or reactions. If you see any signs of redness, swelling or other symptoms of a suspected reaction seek immediate medical advice.**

**⚠ The interactions should be led by the story explorer who should be allowed to participate without expectation. Never force stimuli and stop the activity if the story explorer shows signs they are not enjoying the activity.**

Have Fun!

## Dear Santa - Poem

Dear Santa...

I'm writing my letter early this year  
As you get lots of mail from children I hear  
I've tried really hard everyday to be good  
To share and be kind...just as much as you should!  
Here's a few ideas of things I would like  
Some Play-Doh, bubbles and a shiny red trike  
A toy car, a boat and a jet plane  
Some track for my station, a very fast train  
A whistle, tambourine and a very loud drum  
A Tuff Tray and slime, now that will be fun!  
I would like a new physio ball, my old one's gone flat  
And for my new trike, a shiny hard hat  
You can bring me some chocolate and toffees to chew  
An orange, some nuts ...well just a few

## Dear Santa - Poem

A Koosh, a torch and some lights for my tent  
I will make good use, it will be money well spent  
...And one more thing I forgot to tell  
For my red trike, a shiny new bell  
Mum says I must write for my sister who's two  
Bring her a doll - any type will do  
I will look for you Santa, high in the sky  
And leave you some milk and a tasty mince pie  
I must go now as it's getting quite late  
Thank you Dear Santa

Johnny Aged 8

# Checklist of Resources – Story Props

💡 You will not need all of the items listed.

There are different prop options within the story, you can also add your own!

Paper/ Envelope/Pencils/Pens/Felts/Crayons/Toy Catalogue/Printed Resources (see Pgs 24-28) ✓

Bubbles/toy car/cardboard tube/paint✓

Drum ✓

Physio ball ✓

Chocolate ✓

Torch/LED Lights/Bell ✓

Doll✓

Mince pie ✓

Clock or watch✓



# How to Tell a Multisensory Story

✈ Choose a quiet, distraction free place that is comfortable for you and the sensory explorer.

✈ Set out your resources where they are easily accessible to you but out of reach and sight of the sensory explorer. A lidded box is ideal.

✈ The story is set out in a three column table format:

**'STORY'**

**'PROP'**

**'SENSORY EXPERIENCE'**

Read each sentence of the **STORY** slowly and clearly, introducing the story **PROP** as the corresponding word (highlighted in red lettering) of the sentence appears. Provide the **SENSORY EXPERIENCE**.

✈ Allow the student time to engage their senses exploring the prop and to process the sensory experience. This will give you plenty of time to prepare the next prop.

✈ Use a variety of facial expressions, gestures and animated voices to add interest and communicate meaning.

✈ Work through the story at the sensory explorer's pace. It should be a relaxing and enjoyable experience for you both. You do not have to complete the story in one sitting. You can explore one or two sentences adding to the story in the next sitting. It may take several sessions to complete the story.

✈ Repetition is the key! The more exposure the sensory explorer has to the story, the more familiar it will become.

✈ Focus on having fun and it will become an educational experience!

# The Letter

## STORY

Dear Santa I'm writing my letter early this year

As you get lots of mail from children I hear

I've tried really hard everyday to be good

To share and be kind...just as you should.

## PROP

Envelope  
Paper  
Pencil/Crayons/  
Chalks

Pictures from  
pages 24-28

Toy Catalogue

## SENSORY EXPERIENCE

### Practice Mark Making

Write a letter to Santa exploring a variety of writing materials: chalks/coloured pencils/crayons/gel pens/felt tips/highlighters/pastels.

### Promote Making Choices

Use the pictures from pages 24-28 or a toy catalogue. Can the sensory explorer choose the items they would like to add to their letter to Santa?

Can the sensory explorer stick the pictures onto their letter to Santa independently?

### Practice Fine Motor Skills

Can the sensory explorer fold their letter and place it in the envelope?

💡 Write to the real Santa! The Royal Mail have a free service. I have used this often with my students but you need to be early!

[Letters to Santa](#)

[Santa/Father Christmas](#)

[Santa's Grotto](#)

[Reindeerland](#)

[XM4 5HQ](#)

# Bubbles

## STORY

Here's a few ideas of things I would like

Some Play-Doh, bubbles and a shiny red trike

## PROP

Bubbles

## SENSORY EXPERIENCE

### Build Anticipation Skills

Give the verbal cue *'Ready...Steady...'* then wait for a prompt from the sensory explorer (this could be an eye movement, nod of the head, a gesture, through sign or verbally) Say *'Go!'* then blow the bubbles.

Can the sensory explorer blow the bubbles?

Blow the bubble mixture through the wand slowly to form giant bubbles that will float and wobble in the air.

### Promote Visual Tracking

Can the sensory explorer track and pop the bubbles using their finger or using a fly swatter/net?

### Promote Listening Skills

Listen to the bubbles 'pop'

### Promote Communication Skills

Can the sensory explorer communicate a request for *'more'* or *'again?'*

Can the story explorer independently blow the bubbles?

Explore bubble snakes, wands and machines

# A Toy Car

## STORY

A **toy car**, a boat and a jet plane

Some track for my station, a very fast train

## PROP

**Toy Car**

**Cardboard Tube**

**Paint**

## SENSORY EXPERIENCE

### Practice Turn Taking

Roll the **toy car** to the sensory explorer.

Can they roll the **toy car** back to you?

Reinforce using the language *'My turn...Your turn'*

### Build Anticipation Skills

Model the language *'Ready, Steady...Go!'*

Roll the **toy car** down a cardboard tube.

Can the sensory explorer catch the car as it emerges from the tube? Alternatively use cars on a 'click clack' track.

### Explore Mark Making

Can the sensory explorer dip the wheels of the **toy car** into **paint** then push the vehicle along a clean sheet of paper to mark make?



# The Drum

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## STORY

A whistle, tambourine and a very loud drum

A tuff tray and slime, now that will be fun!

## PROP

**Drum**

## SENSORY EXPERIENCE

Play a beat on the **drum**.

Can the sensory explorer communicate a request to listen to the sound again?

Can the sensory explorer play the **drum** using their hands or a drumstick?

Play a sequence of beats on the **drum**.

Can the explorer copy your beat?

Explore different volumes.

Record your beats and rhythms and play them back.

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# The Physio Ball

## STORY

I would like a new **physio ball** my **Physio Ball**  
old ones gone flat

And for my new trike, a shiny  
hard hat

## PROP

## SENSORY EXPERIENCE

### Promote Gross Motor Skills

Explore exercises with the **physio ball**:

1. With the sensory explorer lying flat on their front, roll the ball up and down their back using very gentle pressure.
2. Encourage the sensory explorer to sit at the table on their physio ball with placing their feet on the floor using a tall relaxed posture.
3. Encourage the sensory explorer to lay forwards over the exercise ball then roll forwards and backwards touching the floor with their feet and hands to balance.

⚠ Always ensure exercises are supervised by a responsible adult and practised in a safe, hazard free environment.



# Dear Santa - Chocolate

## STORY

You can bring me chocolate and  
toffees to chew

An orange and nuts, well, just a  
few

## PROP

Chocolate

## SENSORY EXPERIENCE

### Engage the Senses

Smell the earthy aroma of the **chocolate**.

### Practice Asking For 'Help'

Place the **chocolate** in a small container and seal shut. Hand the container to the sensory explorer. Can the sensory explorer open the container to remove the **chocolate**?

Can the sensory explorer communicate a request for 'help' through eye gaze, pointing or verbally?

Affix a 'help' symbol onto the lid of the container using velcro. Teach the student to exchange the symbol for 'help' (when the student hands you the symbol, open the lid and hand them a chocolate.

You may need to use a communicative partner to help to teach this skill or this activity may form part of the students SALT work if using PECS)

Can the sensory explorer communicate a request for 'more'



# A Torch

## STORY

A Koosh, a **torch** and some lights for my tent

I will make good use - it will be money well spent!

...and one more thing I forgot to tell  
For my red trike, a bright shiny **bell**

## PROP

**Torch**  
**LED**  
**Lights**

**Bicycle**  
**Bell**

## SENSORY EXPERIENCE

### **Promote Visual Tracking Skills**

Dim the lights in the room.

Engage the sensory explorer's sense of sight.

Shine the **torch** onto the explorer's lap tray, the table, the floor and around the ceiling.

Can the sensory explorer track the light?

### **Explore Cause and Effect**

Can the sensory explorer switch the **torch** on and off?

Can the sensory explorer independently use the **torch**?

Ring the bicycle **bell** behind the sensory explorer's head.

Can the sensory explorer turn their head to track the noise?

Can the sensory explorer communicate a request to listen to the sound again?

Can the explorer activate the **bell** independently?

# Dear Santa - A Doll

## STORY

My Mum says I must write for my sister who's two

So bring her a **doll** - any type will do

## PROP

**Makaton sign for 'sister'**

**Doll**

## SENSORY EXPERIENCE

**Practice Makaton**

To sign '**sister**' using Makaton, curl the index finger and tap twice on your nose.

Present the **doll** for free exploration.



# Dear Santa - Mince Pies

## STORY

I will look for you high in the sky

And leave you some milk and a  
tasty mince pie

## PROP

Mince Pie

## SENSORY EXPERIENCE

### Explore New Tastes, Smells and Textures

Engage the explorer's sense of smell as you break open the mince pie to reveal the dried fruit and spices.

Offer the mince pie to the explorer to taste.



# Dear Santa - Thank You!

## STORY

I must go now as it is getting quite **late**

Thank you dear Santa

*Johnny - Aged 8*

## PROP

**Watch or clock**

**Makaton Sign 'Thank You'**

## SENSORY EXPERIENCE

Look at and point to your **watch** or a **clock**.

To sign **Thank You** using Makaton, your flat hand starts with fingertips on chin then moves down and away from the body.



# Christmas Listening Game

♪ A quick search on the internet will provide you with access to a library of Christmas themed audio clips and sound effects.

♪ These can be played via your phone, iPad, Kindle or recorded to be played back on a Dictaphone or Talking Tile, Multi Memo Recorder or other device.

♪ Play Christmas-themed sound effects for the explorer to experience e.g. sleigh bells, 'Ho Ho Ho', carol singing, the rustle of wrapping paper as presents are opening, Christmas cracker being pulled, reindeer bark, log fire, cutlery (eating Christmas dinner)

♪ Can the sensory explorer communicate a request for 'more' to listen to a motivating sound again?

♪ Can the sensory explorer activate the listening device independently?

♪ Can the sensory explorer imitate the noise?

♪ Can the sensory explorer correctly identify the sound?

♪ Experiment with different levels of sound.

♪ Take note of any preferences.



# Christmas Sensory Bag

Sensory or feely bags are a cheap and fun way to engage the senses and develop language skills. This activity will also build on the explorer's memory skills.

☞ Choose a non-see through bag that is tactile and catches the eye.

☞ Place the items from the poem into the bag: Play-Doh, bubbles, toy car, torch, LED lights, bell, drum, chocolate,

☞ Give the bag a gentle shake to gain the explorer's attention.

☞ Invite the explorer to place their hand into the bag and select an item.

☞ Encourage the explorer to use their sense of smell, touch, hearing and taste to guess what the item is? (If the learner is unsure then provide plenty of clues.)

☞ Build functional language skills by asking the explorer to tell you or show you what you might do with the item and where you might find it. (If the learner is unsure, model what to do with the item and see if they can copy your action.)

☞ Allow the explorer time to explore the item and process the information then shake your bag again for them to select another item.

☞ Keep language simple. Focus on phrases such as 'Choose' or 'Take one' when offering the bag to the learner to select an item. Focus on the name of the object e.g 'drum' 'bubbles', 'bell', 'torch' and two-word phrases e.g: red car'. Depending on the ability of the learner you may choose to add verbs such as eat and blow.

# 40 Festive Activities

Write a letter to Santa!

Make Mince Pies

Buy an item for the food bank

Make a snow globe

Sing a Christmas Carol

Feed the birds! (Don't forget to give them fresh water!)

Read a Christmas Story

Watch a Christmas Film

Go for a winter nature hunt and collect fir cones, holly, mistletoe and fir tree branches

Decorate your bedroom

Wear a Christmas jumper



Make Christmas Decorations

Roast marshmallows

Build a snowman

Have a snowball fight!

Decorate a gingerbread house

Make a Christmas card

Ring a friend or relative you haven't seen or spoken to for a while

Drink hot chocolate

Go Christmas tree spotting.



# Guided Relaxation Overview

## Overview

There are many benefits of meditation for children and teenagers including increased concentration and relaxation. It promotes emotional health providing a feeling of positivity and mental well-being reducing stress and anxiety, lengthens attention span, concentration and improves sleep.

Guided relaxation is generally considered a safe activity as it is the practice of relaxation, stillness and calmness.

⚠ If you are in any doubt as to whether to partake in this activity seek advice.

⚠ If you choose do this meditation, you agree that you use the information contained herein entirely at your own discretion.



- ✓ Settle the explorer into a position that is comfortable for them, this could be lying down or sitting.
- ✓ Dim the lights.
- ✓ Using a calm and gentle voice, slowly read through the guided adventure pausing between sentences.

# The Sleigh Ride – A Guided Relaxation

Close your eyes and take a deep relaxing breath.

Imagine walking out of this room. You open the door and Santa is waiting outside for you with his reindeer.

I'm going to count the reindeer slowly and as I count you will feel more relaxed **(count slowly)**

One...Dasher... two...Prancer...three...Vixen...four...Comet...five...Cupid...six...Donner...seven...Blitzen...eight...Olive...and at the very front of the line is Rudolf. Can you see his shiny red nose? Would you like to stroke one of the reindeer?

Go ahead, choose your favourite. Can you feel how soft their fur is? Stroke their silky ears. Give them a tickle under their fluffy chin.

Santa is sat high on his sleigh. He is waving at you. You climb onto the sleigh and sink into the most comfortable squishy seat. You feel safe, happy and excited! You are going on a sleigh ride!

Prepare to fly! Santa starts the countdown...**(count slowly)** 10...9...8...7...6...5...4...3...2...1 Liftoff!

You feel a tickle in your tummy as the sleigh sweeps off into the sky. You can feel the wind in your hair. You look down and the houses and cars are getting smaller and smaller, they look like toys! Can you see the bright stars twinkling against the blackness of the night sky? Can you see how bright the moon is? You feel snug and safe as the reindeer effortlessly pull the sleigh along. Can you hear their bells jingling?

As you fly over the sea heading North you feel very relaxed and calm.

The reindeer are now flying towards land. It is covered in thick snow. Counting down to landing,

10...9...8...7...6...5...4...3...2...1 The reindeers' hooves gently touch the ground and the sleigh slowly skids to a stop in the thick snow.

You feel happy and excited as you step onto the thick snow. See how it glistens? Can you see the footprints you are leaving in the snow as you walk? Look up! Can you see the big flakes of snow falling from the sky. Can you catch a snowflake on your tongue and feel it melt?

Take your time as you explore the North Pole.

# *A Sleigh Ride – Guided Relaxation*

It's almost time to go home. Take one last look around the North Pole.

This time, Rudolph asks if you would to ride home.

You climb onto his back. Can you feel how soft and warm his fur is? Can you smell him? He smells like a warm biscuit.

Rudolph tells you to hold onto his antlers. Prepare to fly! 10...9...8...7...6...5...4...3...2...1 liftoff!

You are flying amongst the twinkling stars. The moon is shining bright.

You fly back over the sea and head South. You feel safe, happy as you feel the wind in your hair.

You see the room where you are relaxing. Rudolph lands just outside the door.

You put your hand into you pocket and pull out a carrot. Can you feel how gently Rudolph takes this from your hand?

Give him one last hug and wave him goodbye/

Your journey is over for today but you can return to visit Santa and his reindeer in the North Pole any time you like because this is the power of your imagination!

When you are ready, wiggle your fingers and toes. Have a little stretch then slowly and gently open your eyes.



# Make a List to Santa - Resources

Print out the pages from this pdf and enlarge the pictures.

Cut the pictures out.

Can the explorer show a preference and make choices?

Can the explorer glue their chosen pictures onto a letter to Santa?

☑ Option to extend this activity. Can the explorer match the words to the pictures?

💡 Alternatively, look through a toy catalogue together. Can the explorer turn the pages independently?



## Bubbles



## Play-Doh



## Trike



## Toy Car

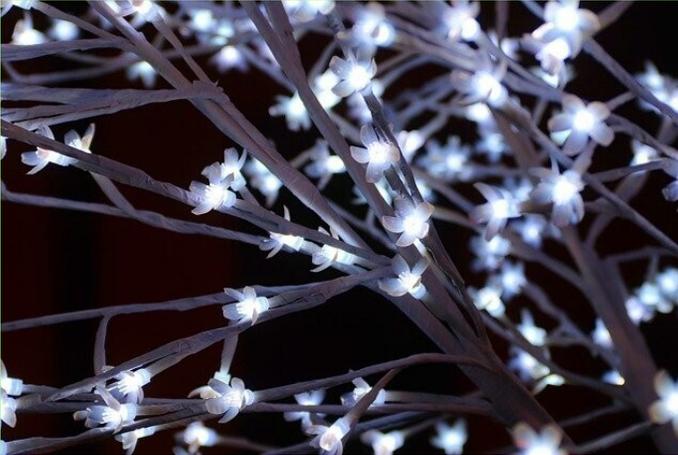
# Resources



**Koosh**



**Torch**



**LED Lights**



**Bell**

# Resources



**Whistle**



**Tambourine**



**Drum**



**Tuff Tray**

# Resources



**Slime**



**Chocolate**



**Toffees**



**Physioball**

# Resources



**Hat**



**Doll**



**Mince Pie**



**Thank You**

## *What Is A Multisensory Story?*

A multisensory story tells a story using words and sensory stimuli (story props), connecting the individual to culture and literature in a way that is motivating and meaningful to their lives.

## *Who Are Multisensory Stories For?*

Multisensory stories are aimed at pre-schoolers, early years, primary and students with special educational needs and learning disabilities from curious pre-schoolers to teenagers with complex needs.

The stories form an excellent base on which to scaffold learning providing opportunities for the individual to work towards their personal learning goals and targets. The stories are also suitable for dementia patients in residential settings.

## *Are The Stories Only For Use In Educational Settings?*

The stories and poems are fully resourced, step by step guides, making them the perfect resource for Parents, Siblings, Guardians, Childminders, Early Years Educators, Teachers, HLTA's, TA's, Speech Therapists, Play Therapists, Support Workers, Activity Coordinators, Storytellers, Librarians and anyone with an interest in exploring storytelling through the senses in a fun and engaging way!

## *Why **Rhyming** Multisensory Stories?*

The combination of sensory stimuli, listening to the rhyme and rhythm and the repetitive structure of the stories, supports memory and aids learning, playing a crucial role in the development of early communication language skills; joint attention, eye-contact, turn-taking, anticipation and the learning of concepts.

## *What Are The Benefits Of Multisensory Storytelling?*

Stories create a bond between the storyteller and the story explorer enhancing and enriching experiences.

The stories connect the individual to literature, culture and topic in a fun, engaging and motivating way.

They form an excellent base on which to scaffold learning, providing opportunities for the individuals to work towards personal learning goals and targets .

The activities in the stories are designed to promote:

Communication skills: (eye contact, listening, shared attention and language development)

Self-confidence and well-being (trying out new ideas & skills.

Practicing self-care, independence and enjoying achievement.)

Self-awareness: (asking for 'help', 'again' and 'more'.)

Exploration of cause & effect and building of anticipation skills.

Promote physical development: (fine and gross motor skills.)

Build knowledge about the environment & the world around us.

Engagement in scientific experimentation and mathematical concepts.

Development of social & emotional skills: (turn-taking, sharing and teamwork).

## *Can Multisensory Stories Build Communication Skills?*

Sensory stories are an excellent motivating tool for encouraging alternative communication systems, early communication skills, Makaton, sign language and to facilitate PECS exchanges. The stories build the confidence of learners with speech impediments and communication difficulties as they have a physical (story) prop to support the words they are saying.

## *How Does Multisensory Storytelling Enhance & Enrich Lives?*

The sensory stimuli (story props) are a tool for the individual to explore and express their likes, dislikes and sensory preferences providing opportunities to make choices.

Observing reactions to a range of sensory stimuli enables you to build a picture of sensory preferences that can be used to identify motivators, items to items calm an individual when anxious, tired or stressed and to identify triggers. You may seek to avoid some triggers and to work on building tolerance on others that may be necessary (e.g. teeth brushing) through sensory exploration in a safe and therapeutic environment.

When used in a safe setting rhyming multisensory stories can be used to prepare the story explorer for visits out of their daily routine such as getting a haircut or the [dentist](#).

This sensory record can help parents, carers and teaching staff make informed choices to enhance daily life in areas such as diet, sensory needs, daily activities and leisure activities and is an invaluable tool to inform on the behaviour strategies and the writing of care plans.

## *How Do I Source My Story Props?*

The stories and poems are fully resourced and with different options suggested for props.

The props are all low budget items that can be found around the home, garden or classroom.

You can also add your own props.

[Find out more about sourcing props.](#)

*Get in Touch!*



## Rhyming Multisensory Stories

STORYTELLING THROUGH THE **Senses** 

Your questions, queries, comments and feedback are always welcome:)

Visit the website: [www.rhymingmultisensorystories.com](http://www.rhymingmultisensorystories.com)

email: [rhymingmultisensorystories@outlook.com](mailto:rhymingmultisensorystories@outlook.com)

Visit the shop: [www.etsy.com/uk/shop/MultisensoryStories](http://www.etsy.com/uk/shop/MultisensoryStories)

Facebook: [Victoria Navin RMSS](#)

Facebook Page: [Rhyming Multisensory Stories](#)

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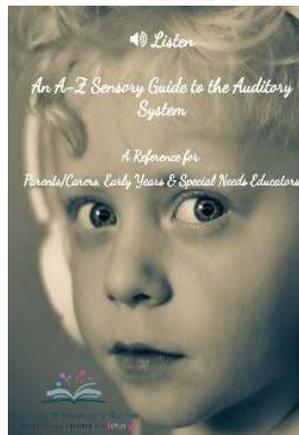
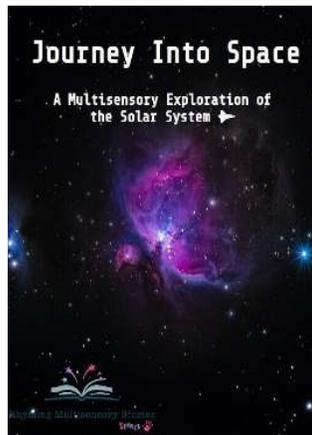
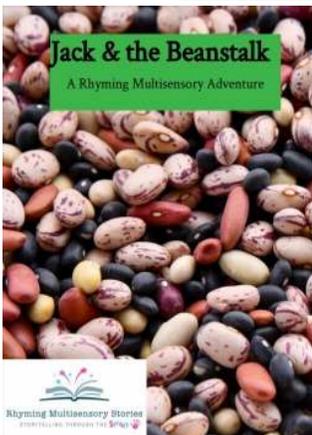
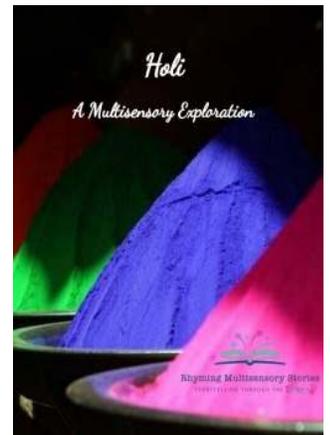
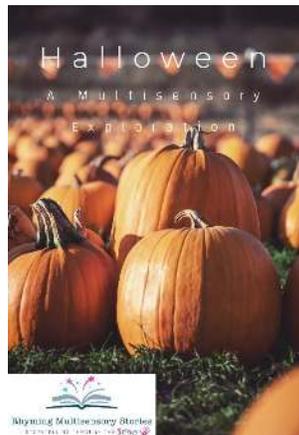
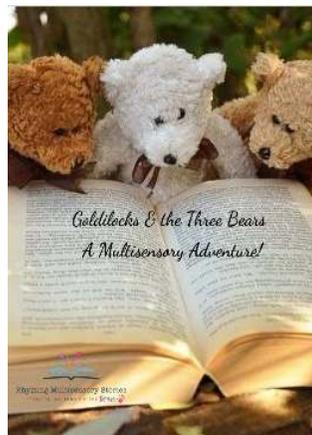
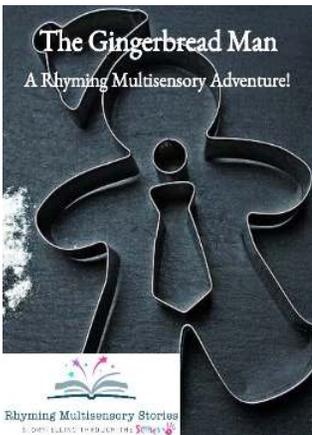
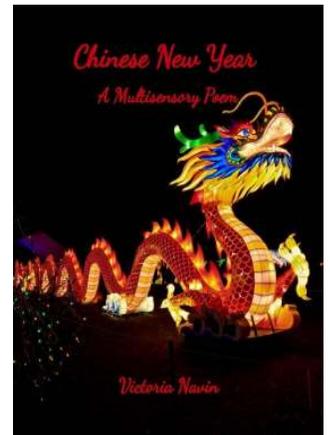
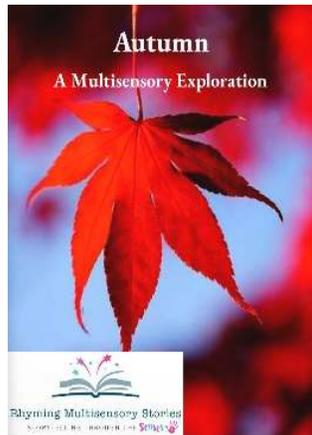
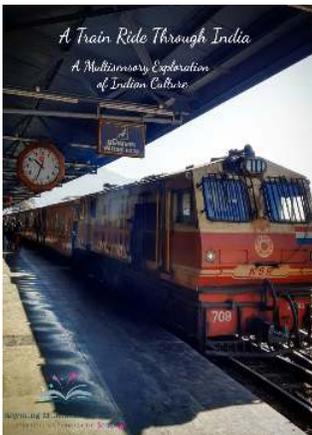
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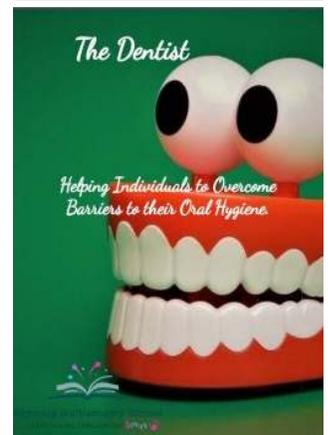
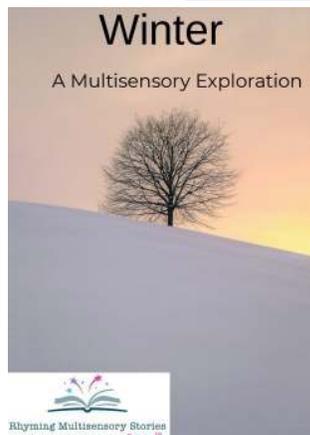
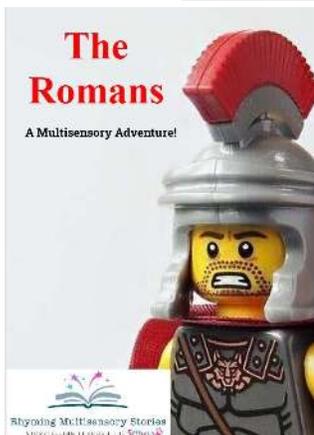
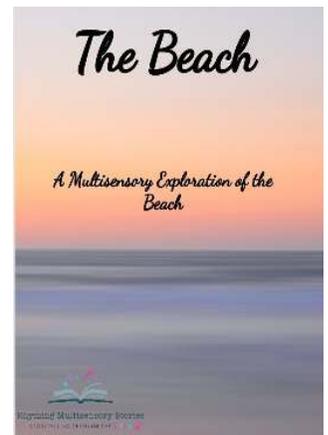
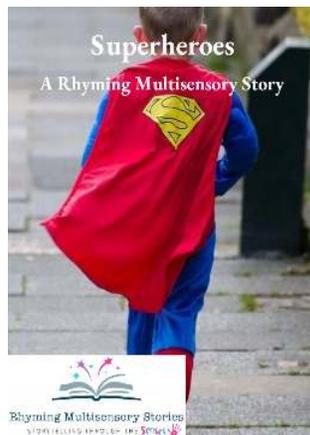
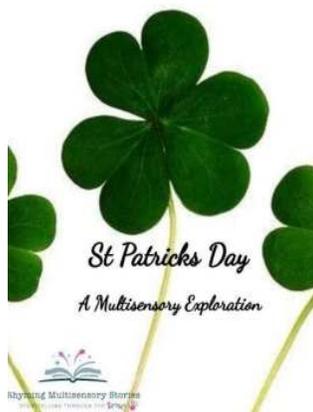
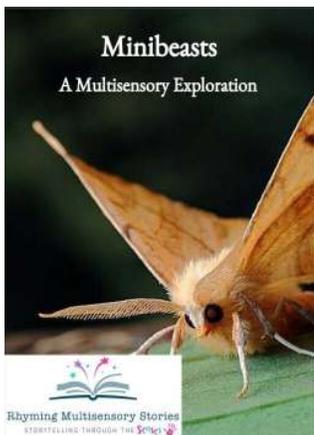
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**[www.rhymingmultisensorystories.com](http://www.rhymingmultisensorystories.com)**

# Other Titles in This Series



# Story Library



Stories are priced at £3.98 each and can be purchased through

[Etsy](#)

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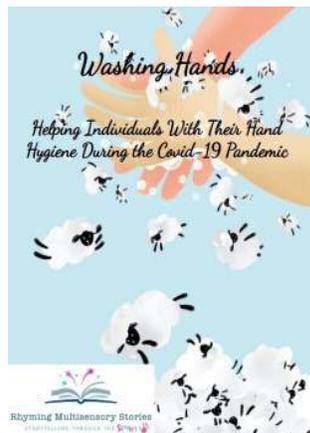
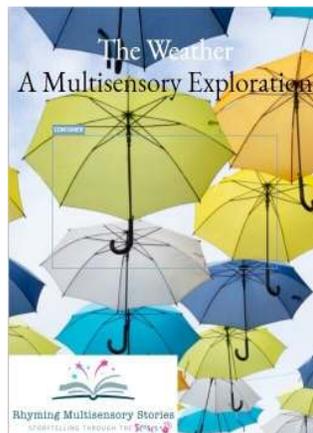
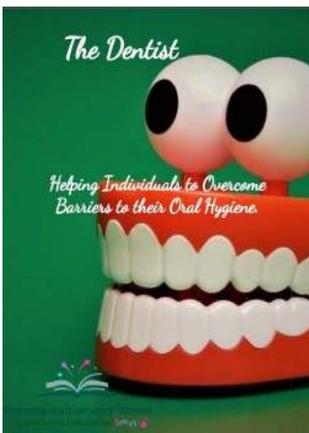
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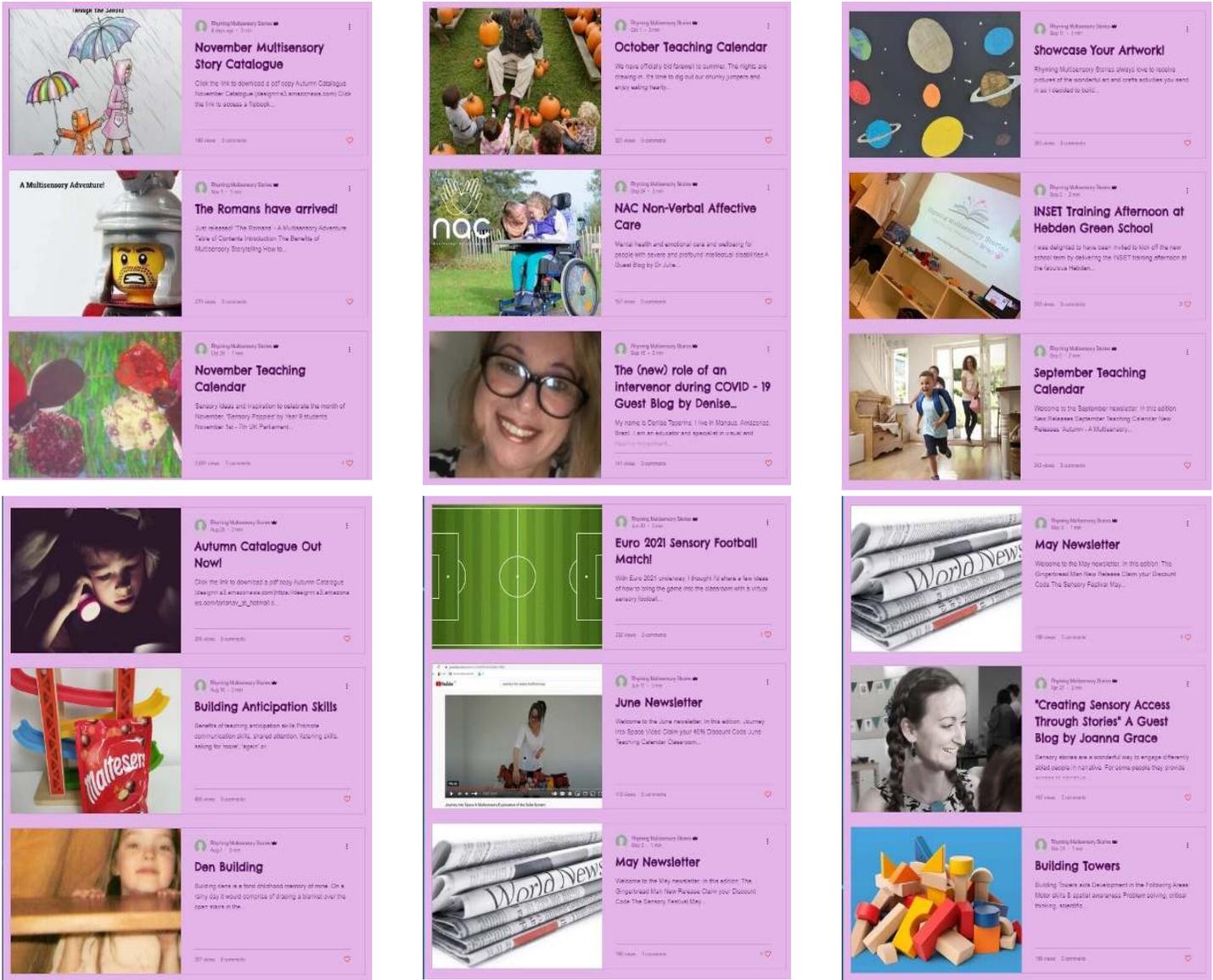


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In memory of my dear Dad who wrote the original version of this poem:)