



Washing Hands



Health & Safety & Disclaimer

⚠️ Please read the health & safety information below prior to engaging in any of the activities.

The author has used their best efforts in preparing this resource and makes no representation or warranties with respect to the accuracy, applicability, fitness or completeness to the contents.

If you are in any doubt regarding undertaking any activity or using a prop then please seek advice before starting.

⚠️ 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 sensory explorer who should be allowed to participate without expectation.

⚠️ Never force stimuli and stop the activity if the story participant shows signs they are not enjoying the activity.

This resource was written in 2020 to help students in settings overcome barriers to their hand hygiene during the Covid-19 Pandemic.

Handwashing Rules Visual Support



There are new hand washing rules!



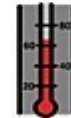
I will wash my hands when I arrive at school
I will wash my hands
when I sneeze and before
I eat and play



First, I turn on the tap and let the water run
I can take my time, there is no rush, we're
going to make it fun!



I can have the water how I like, cold, lukewarm
or hot
It's the soap that is important
and not to be forgot!



Next I put soap on wet hands
and rub them both together
I rub between my fingers and thumbs
I really am quite clever!



I need to rub for 20 seconds, this can seem quite long
So to help me I can use a timer or sing my favourite song!



Next I rinse my hands to wash the
soap away
"Don't forget to turn off the tap" I
hear my teachers say



Last I need to dry my hands so
there's no water on my skin
When they are dry, I put the
paper towel into the rubbish bin



If I'm outside or in the hall then there's a special
gel
If used correctly this will kill the germs as well



Handwashing Rules

POEM

These are the hand washing rules

I will wash my hands when I arrive
at school

I will wash my hands when I
sneeze and before I eat and play

I wash my hands to make them
clean and keep the germs away

PROP

'Washing the
hands' visual
timetable
(see page 10)

SENSORY EXPERIENCE

Present the **visual timetable** to show the sensory explorer a breakdown of the steps to washing your hands.

Extend Learning

Can the sensory explorer place the symbols on the timeline in the correct order following the handwashing sequence?



The Tap

POEM

First, I turn on the **tap** and let the **water** run

I can take my time, there is no rush, we're going to make this fun!

I can have the **water** any temperature I like, cold, lukewarm or hot

It's the soap that is important and not to be forgot!

PROP

Tap
Water
Sink

SENSORY EXPERIENCE

Place the plug into the plughole.

Turn the **tap** on and model wetting the front and back of your hands with **water**.

Offer encouragement and praise as the sensory explorer copies your actions.

To motivate the sensory explorer to wash their hands add a little glitter onto the hands to wash off or give them a small plastic toy to wash in the sink.



The Soap

POEM

Next I put **soap** on my hands and
rub them together

I rub between my fingers and
thumbs I am really clever

PROP

Soap

SENSORY EXPERIENCE

Model applying **soap** to the hands, creating a
lather.

Rub the front & back of the hands, between the
fingers and thumbs and under the nails.

Can the sensory explorer copy your actions?

Explore Different Types of Soap

Soap Bars, Soapy String, Foaming Soap, Colour
Changing Soap, Treasure Soap, Liquid Soap,
Modelling Soap, Transparent Soap

Explore Scents

Fruity, Floral, Perfumed and Unscented Soaps



20 Seconds!

POEM

I need to rub for **20 seconds**, this can seem quite long

So, to help I can use a **timer**, or sing my favourite **song**!

PROP

Timer

SENSORY EXPERIENCE

Count to 20 with the sensory explorer as they wash their hands.

Use a **timer** as a visual support

Egg Timer

Digital Timer

Liquid Timer

Sand Timer

Sing or play a favourite **song**.

Use a Handwashing App



Rinse

POEM

Next, I **rinse** my hands with water to wash the soap away

Don't forget to turn off the **tap** so it doesn't flow away

PROP

Tap

SENSORY EXPERIENCE

Model **rinse** your hands with water to remove the soap suds.

Can the sensory explorer remember to turn the tap off after use? Prompt if necessary.

Extend Learning

Discuss why we would turn the tap off?

- Risk of a flood
- Saving water



Dry

POEM

Last I need to **dry** my hands so there's no water on my skin

When they are dry, I put the paper towel into the rubbish **bin**.

PROP

Paper Towel
Bin

SENSORY EXPERIENCE

Model drying your hands using a **clean paper towel**.

Model disposing of the **paper towel** into the **bin**.

Offer encouragement and praise as the sensory explorer copies your actions.

Draw the sensory explorer's attention to how clean your hands and their hands are.



Gel

POEM

If I'm outside or not near a sink, then there's a special gel

I can rub onto my hands to kill the germs as well

PROP

Hand Sanitising Gel

SENSORY EXPERIENCE

Model using the hand sanitising gel.

Offer encouragement and praise as the individual copies your actions.

Motivation

Offer a reward each time the sensory explorer washes their hands, this could be a sticker, blowing bubbles or adding a tick to a wall chart so they can track their accomplishments.

Washing the hands frequently can make them dry and sore to those with sensitive skin. Offer moisturising cream with/without a hand massage afterwards.

Visual Timeline



Turn on the tap



wet your hands



Add soap



rinse your hands



dry your hands



paper towel in bin



Soapy-Doh Recipe

⚠️ Soapy-Doh is a soft mouldable dough made with soap so the individual is cleaning their hands as they manipulate the dough.

Ingredients:

1 Cup of Cornflour

1/2 Cup Hand Wash/Liquid Soap/Shower Gel

Oil (Coconut/Olive/Sunflower)

Chopped Dried Herbs (Lavender/Thyme/Mint)

A Few Drops of Essential oil

Method:

Mix the cornflour, and soap together adding the oil 1tsp at a time until you get the desired texture.

Add the dried herbs and essential oil and knead well.

⚠️ Not for consumption & supervise play



Treasure Soap

Treasure soap will motivate individuals to wash their hands!

The more they use the soap to wash their hands the nearer they get to accessing the motivating item hidden within the soap!

The treasure inside the soap can be tailored to meet an individual's preferences and motivators.

You will need

- ✓ A bar of glycerine soap
- ✓ Access to a microwave
- ✓ Cupcake baking tray
- ✓ A sprig of herbs (rosemary, lavender or mint work well) or a motivating small plastic toy.



Method:

Cut a bar of glycerine soap into cubes then melt in a microwave for approx 50 seconds.

Stir, reheat in the microwave at 5 second intervals then stir until it is melted.

Pour the liquid into the

cupcake baking tin or moulds.

Place a sprig of herbs/flower/toy to each soap and leave to solidfy then remove from the tin/moulds.

⚠ The soap will get very hot so this activity must be undertaken by a responsible adult!

Glitter Germ Game

This is an excellent activity for teaching how germs spread and the importance of thorough hand washing.

⚙️ The student rubs a little glitter or flour into their hands. Explain to them that these are the 'germs'.

⚙️ Ask the student to complete a simple task (draw a picture, water plants using a watering can, fold a teatowel, or simply play for a couple of minutes)

⚙️ Show the student how the germs (glitter/flour) has transferred onto everything they touched and that this is the reason we wash our hands.

⚙️ Encourage the student to wash their hands with just water. This will not remove all the glitter and flour.

⚙️ Model washing your hands the correct way as shown in the story explaining how the soap washes the germs away leaving spotlessly clean hands.



What is a Multisensory Story?

A multisensory story is told using words and sensory stimuli (story props)

Who Are Multisensory Stories For?

Each story includes themed, sensory extension activities that link to the EYFS Framework and areas of the KS1 National Curriculum making them the perfect resource for individuals with Special Educational Needs and Disabilities (aged 3-19), EYFS, Mainstream Primary, Speech & Language and EAL students.

Are The Stories Only For Use In Educational Settings?

Absolutely not! The stories and poems are fully resourced, step by step guides, making them the perfect resource for Parents, Siblings, Guardians, Childminders, 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, history 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 and skills, practicing self-care, independence and enjoying achievement.

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

Opportunities to explore cause and effect and to build anticipation skills.

Physical development: fine & gross motor skills.

Understanding of the environment and the world around us.

Engagement in scientific experimentation and mathematical concepts.

Development of social and 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 Do I Source My 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.

[Click to find our more.](#)

How Do I Tell A Multisensory Story?

The stories are fully resourced, step-by-step guides making them easy to follow.

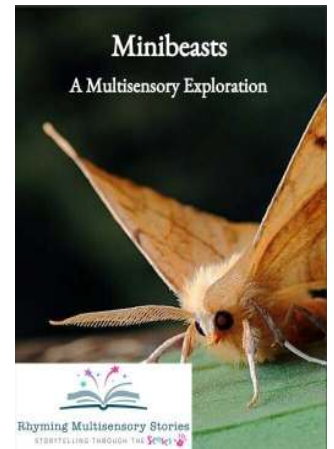
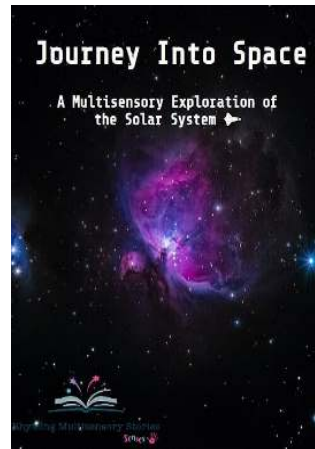
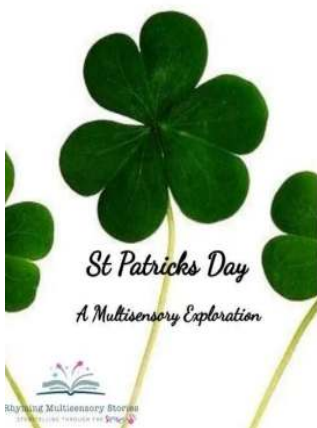
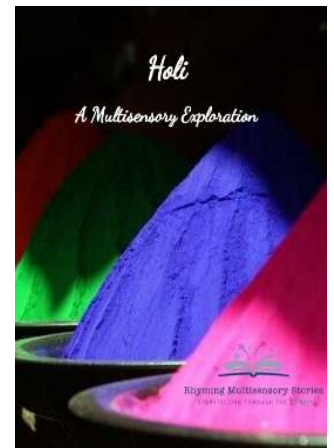
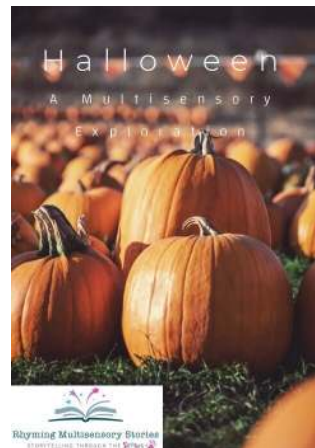
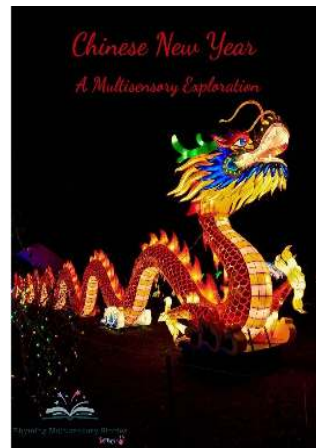
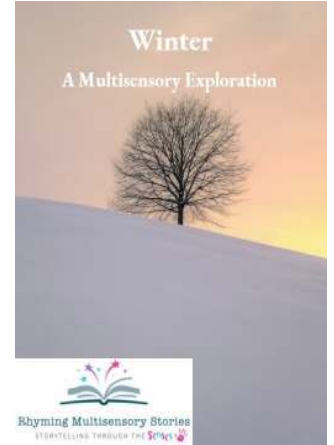
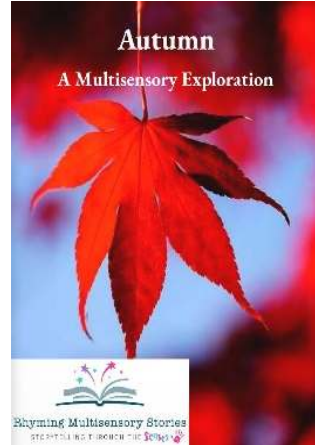
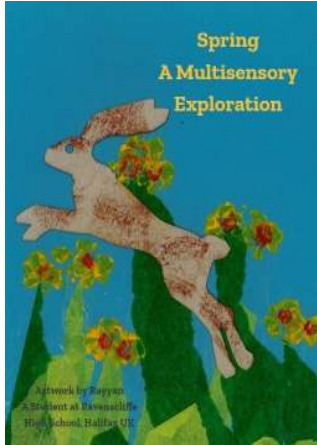
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Anything Else I Need to Know

The [website](#) is packed with sensory ideas and inspiration and there is a [Story Library](#) with free resources to download.

Visit the [Blog](#) to keep up to date with the latest news, views, guest blogs and for your FREE monthly teaching calendar packed with ideas:)

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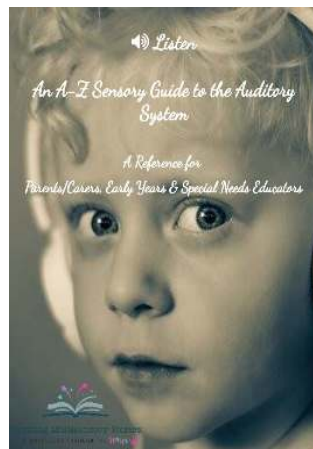
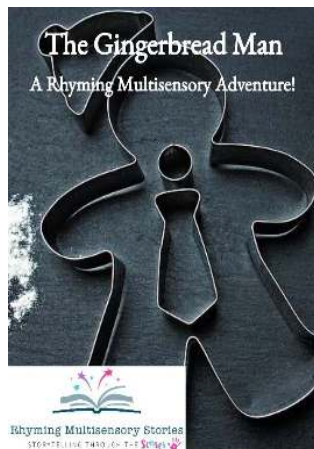
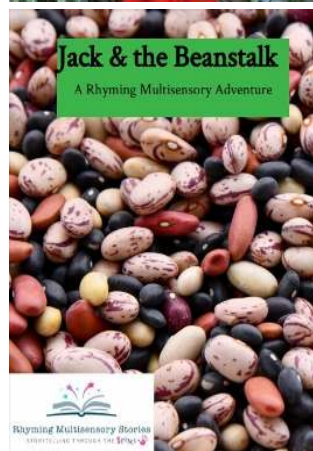
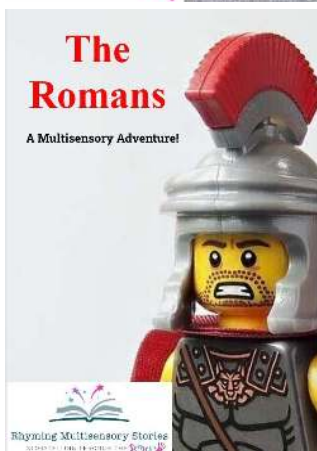
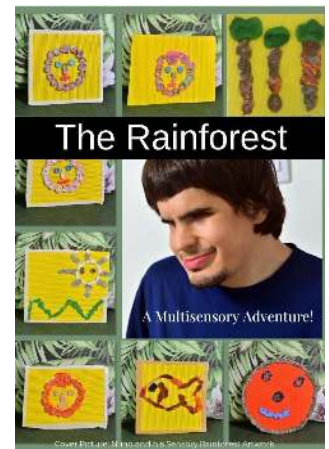
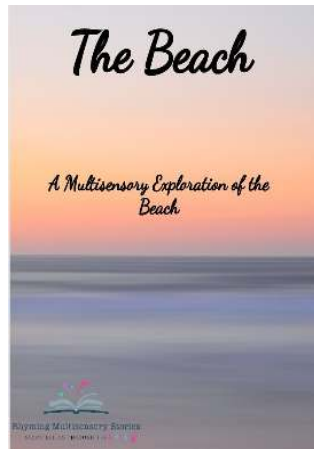
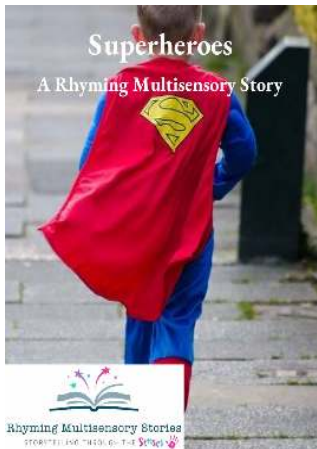
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The Rainforest

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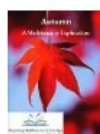
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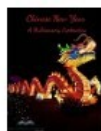
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£95 per year

email: rhyningmultisensorystories@outlook.com

Introduction to Multisensory Storytelling Course

This course is aimed at Early Years Educators, Teachers, HLTA's, TA's, SENCO's, Speech Therapists, Play Therapists, Support Workers, Activity Coordinators, Librarians, Parents, Guardians, Childminders, Carers, and anyone with an interest in exploring storytelling through the senses with pre-school, early years, SEN students, SALT students and teenagers/adults with complex needs.



Course Contents

The benefits of multisensory storytelling. Sourcing story props. Sound effects. How to tell a multisensory story. Adapting an existing story into a multisensory story. Incorporating extension activities into your session. Using the story props as a tool for individuals to explore & express their likes, dislikes and sensory preferences, giving them a voice and a choice. Case studies. Extension Activities Plus an indepth exploration of a multisensory story.

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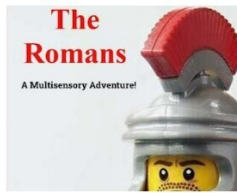
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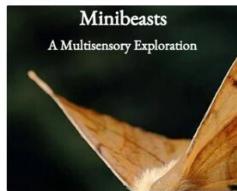
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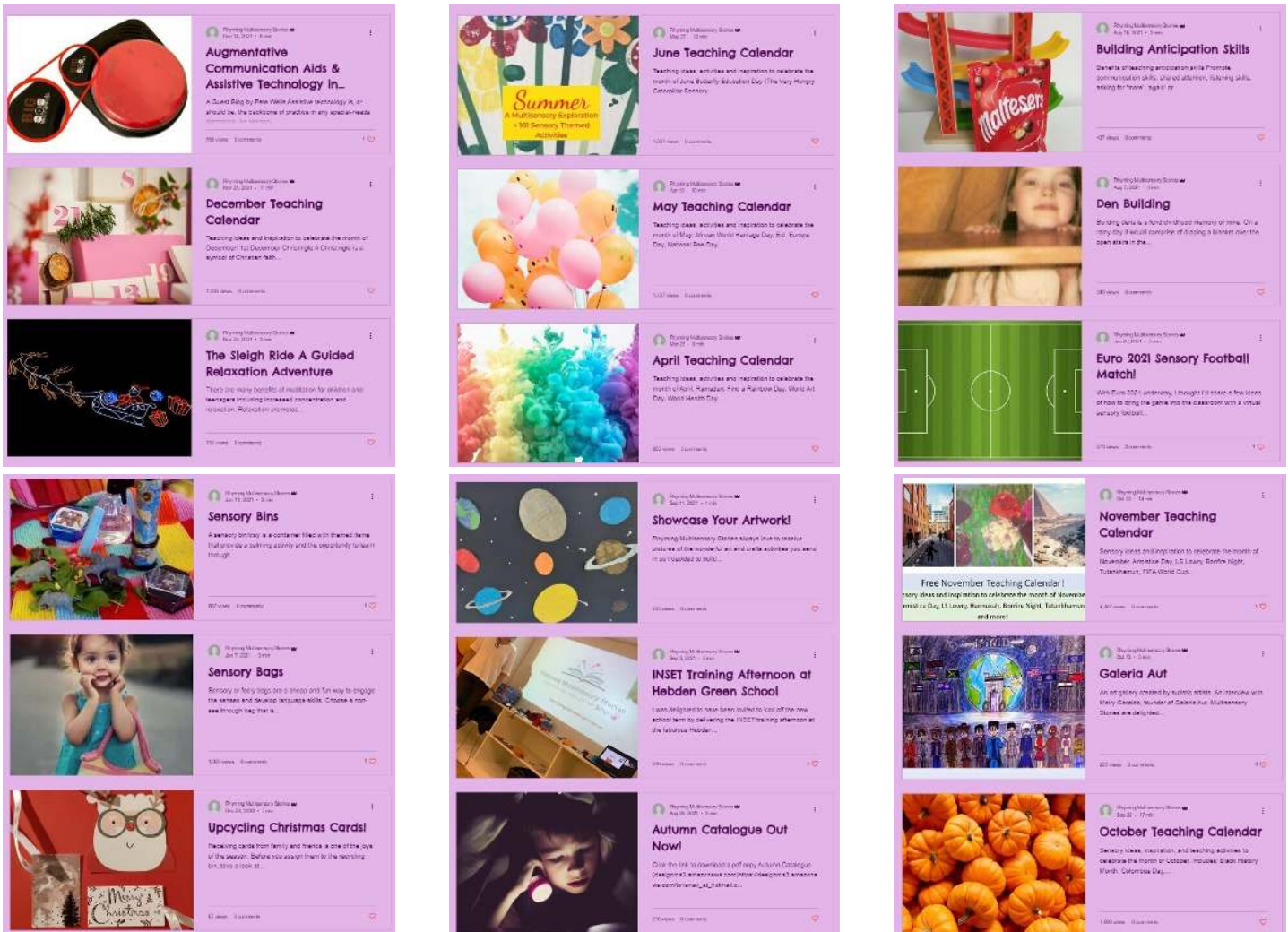
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