

Dear Santa...

A Multisensory Letter to Santa



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Health & Safety

⚠ Before we start our magical adventure please read the guidance 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 purposes.

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 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 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.

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 you should

Here's a few ideas of things I would like

Some Play-Doh, bubbles and a shiny new 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 would be fun!

A new physioball, (my old one's gone flat)

And for my new trike, a shiny hard hat

Dear Santa - Poem

You can bring me some chocolate and toffees to chew

An orange, some coins...well just a few

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 and a shape sorter too

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

Story Props/Resources

There are different prop suggestions in the story.

You will not need all of the items listed.

You may wish to adapt the story and add your own props.

The Letter: Paper, Envelope, Pencils/Pens/Crayons/Felts, Toy Catalogue/Printable Resources (See page 27)

Bubbles: Bubbles, Fly Swatter/Net

The Toy Car: Toy Car, Cardboard Tube, Paint

The Drum: Drumstick/Beater/Drum Brush/Wooden Spoon/Paintbrush, Rice/Pom Poms

The Physio Ball: Physio Ball

Chocolate: Chocolate Coins/Drinking Chocolate/Chocolate Milkshake/Chocolate Button, Tupperware Box, 'Help' Symbol, Rubber Band/ Sellotape

The Torch & the Bell: Torch, LED Lights, Bicycle Bell/Horn

My Sister: Doll, Shape Sorter

The Mince Pie: Mince Pie*, Cinammon, Cloves, Nutmeg

May contain nuts and animal products.

See **Page 15** for a nut free, vegetarian mince pie recipe.

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 sensory explorer 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.

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.

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

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
Chalks/Coloured Pencils/ Crayons, Gel Pens, Felt Tips, Highlighters

Pictures (See pages 28-31)

Toy Catalogue
Glue

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**.

Promote Making Choices

Use the **pictures** from the printable resources on **pages 28-31** or a **toy catalogue**.

Can the sensory explorer turn the pages of the **catalogue** independently?

Can the sensory explorer choose the items they would like to add to their letter to Santa?

Can the sensory explorer cut out and 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 to get a response before you break up at the end of Christmas term!

[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

Fly Swatter/Net

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

Make Unpoppable Bubbles

You will need: 3 cups of distilled water, 1/2 cup washing up liquid, 1/2 cup Corn Syrup

Method: Gently stir the washing up liquid into the water then stir in the corn syrup.

The 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/Click-Clack Track

Paint

SENSORY EXPERIENCE

Promote Turn-Taking

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

Can the sensory explorer roll the **toy car** back to you?

Model the language *'My turn...your turn'*

Build Anticipation Skills

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

Roll the **toy car** down a **cardboard tube** or **Click Clack Track**.

Can the sensory explorer catch the **car** as it emerges from the **tube** or **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?

Promote Language Skills

Provide a choice of of toy cars.

Model the language *'Red Car,' 'Blue Car'*

Comment on the sensory explorer's actions *'Pushing the Car,'*

Can the sensory explorer follow instructions? *'Go,' 'Stop!, 'Forwards,' Backwards'*

Explore

Can the sensory explorer push the car over different surfaces (through **sand/gravel**?)

Make **ramps**.

The Drum

STORY

A whistle, tambourine and a very loud **drum**

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

PROP

Drum

**Drumstick/Beater/Drum
Brush/Pencil/Wooden
Spoon/Paintbrush**

Rice/Pom Poms

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 fingers or the palm of the hand?

Can the sensory explorer play the drum using a drumstick, beater, drumbrush or items found around the classroom (pencils, wooden spoons, paintbrushes?)

Explore Beats & Rhythms

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

Can the explorer copy your beat?

Record your beats and rhythms and play them back.

Explore Different Volumes and Tempos

Model the language '*Loud,*' '*Soft,*' '*Fast,*' '*Slow*'

Explore Different Types of Drums

Bass, Bongos, Cajons, Congas, Djembes, Floor Tom, Snare, Spinning Drums, Tabla, Timpani.

Place items on the skin of the drum and watch them bounce as the drum skin vibrates (e.g, **pom poms, rice**)

The Physio Ball

STORY

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

And for my new trike, a shiny
hard hat

PROP

Physio Ball

SENSORY EXPERIENCE

Promote Gross Motor Skills

Explore exercises using 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 lie 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 and never force movement.

Model the language *'Ball,' 'Roll,' 'Forwards,' 'Backwards'*

Balance - Exercise - Massage - Stretch

Chocolate

STORY

You can bring me **chocolate** and toffees to chew

An orange and coins, well, just a few

PROP

Chocolate/Drinking Chocolate/Chocolate Milkshake

**Chocolate Coin
Tupperware Box
'Help' Symbol**

**Rubber Band/
Sellotape**

SENSORY EXPERIENCE

Engage the Senses

Smell the earthy aroma of the **chocolate/drinking chocolate/chocolate milkshake**

Practice Asking For 'Help'

Place a **chocolate coin** in a Tupperware box and seal shut (secure using sellotape or a rubber band)
Offer the box to the sensory explorer to attempt to open the box 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 box 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'



The Torch & the Bell

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

LED Lights
Plastic Box

Bicycle Bell

SENSORY EXPERIENCE

Promote Visual Tracking Skills

Dim the lights in the room.

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**?

Explore a set of **LED battery operated lights**.

Place inside a see-through **plastic box** to create a light box.

Ring the **bicycle bell** behind the sensory explorer's head (start at a distance and move closer taking the sensory explorer's lead)

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

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

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

Tip!

*Using a wind-up torch or a dynamo 'squeeze' torch promotes fine motor skills.

My Sister's Doll

STORY

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

So bring her a **doll** and a shape sorter too

PROP

Makaton sign for 'sister'

Doll

Shape Sorter

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.

Promote Diversity

Explore dolls with multi-cultural dolls and dolls with disabilities.

Promote Mathematical Skills

Can the sensory explorer post the shapes into their correct slot in the **shape sorter**?

Can the sensory explorer name the shapes?

The Mince Pie

STORY

I will look for you, Santa, high in the sky

And leave you some milk and a tasty mince pie

PROP

Mince Pie*

Cinammon
Cloves
Nutmeg

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.

Explore the smells, taste and texture of the cinammon, cloves and nutmeg

* Mincemeat may contain nuts and animal products.

Vegetarian Suet Recipe

You will need: 200g Vegetarian Suet, 2 cups (peeled, cored and chopped) Bramley Apples, 125g candied peel, 200g sultanas 200g currants 150 demerara sugar 1 tsp mixed spice, the zest and juice of an orange.

Method: Mix the ingredients. Store in a clean jar or container.

It's Getting Late

STORY

I must go now as it is getting quite late

Thank you dear Santa

Johnny - Aged 8

PROP

Watch/Clock/Teaching Clock

Talking Alarm Clock

Makaton Sign 'Thank You'

SENSORY EXPERIENCE

Look at and point to your watch or a clock.

Can the sensory explorer move the hands on the teaching clock?

Explore a Talking Alarm Clock

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



Skills Promoted During this Session

The Skills Promoted During This Multisensory Story Session Include

Created a bond between the storyteller & the story explorer	Engaged in the topic of Christmas	Promoted Communication Skills: Eye Contact, Listening, Shared Attention & Language Development	Explored & Expressed Likes, Dislikes & Sensory Preferences and Making Choices	Developed Self-Confidence & Well-being: Trying out new ideas & skills
Poetry: Listening to Rhythm & Rhyme	Promoted Self-Awareness: Asking for 'Help', 'Again', 'More', 'Stop', 'No'	Explored Cause & Effect (Torches/Bells)	Promoted Physical Development: Fine Motor Skills, Hand-Eye Coordination, Manipulation & Control	Engaged in Mark Making
D&T Nutrition: Explored and Tasted New Foods/Baking	Explored Musical Instruments	Physical Development (Physioball)	Promoted Social Skills: Turn-Taking, Sharing, Waiting & Listening to other peoples' ideas	Personal, Social & Emotional Development: Promoted a Positive Sense of Self and Celebrated Achievement

The stories form a base on which to scaffold learning enabling students to work on personal goals and individual targets.

Christmas Themed Listening Game

Our senses are constantly bombarded with stimuli in our busy lives and this sensory overload can sometimes cause a person to 'switch off'.

Listening games present the opportunity to focus on individual sounds helping people to make sense of their environment, teaches sound discrimination, promotes the development of language, communication skills and increases attention span.

Activity

Rustle tinsel, shake bells, gently tap a baubel, rustle wrapping paper, pull a Christmas cracker.

Can the sensory explorer guess what the item is from the sound it makes? Provide plenty of clues.

Play Christmas-themed sound effects for the explorer to experience e.g. sleigh bells, 'Ho Ho Ho', carol singing, a reindeer bark, log fire, cutlery (eating Christmas dinner)

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

The sound effects 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.

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? Record their voice and play it back. Offer the use of an echo mic.

Can the sensory explorer correctly identify the sound?

Christmas Themed Sensory Bag

Sensory bags are a cheap and fun way to engage the senses and develop language skills. This activity will also build on the sensory 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, spinning hand drum, chocolate coin.

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

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

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

Build functional language skills by asking the story 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 sensory 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 story explorer 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'. Model verbs such as 'eat' and 'blow'.

Toy Store Role Play

Set up a Toy Stall/Shop

Role play is a crucial part of development providing opportunities to practice imaginative play, communication and language skills building narrative thought acting out scenarios
Role play promotes social and emotional development building confidence

Provide toy shop items for students to lay out a toy store.
Provide toy catalogues

Can the students sort the toys into groups? Board games, puzzles, construction, dolls & action figures, books, outdoor games

Can the students make labels & price the items?

Provide toy money & till/cashbox. Can students calculate change? Work on the concept that when money is spent it is gone.

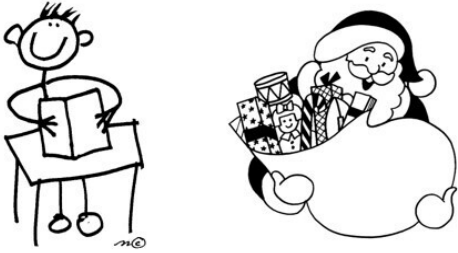
Allocate roles: Manager, merchandiser, customers

Set up a toy repair area. Mend ripped books, check jigsaws (tip: count pieces), transfer games with broken **boxes into clear zip wallets** (include box cover & instructions)

Adapting the Poem into a Play

Adapting the Poem to a school play

Characters



Student ('writing letter')
Santa (sorting through toys in sack)
Students (Interacting with the toys)
Narrator (or each student to speak their line as they enter the stage with their toy)

Audience Engagement

'A big pot of bubbles and gold chocolate coins'
Chocolate Coins: Elves to hand out to the audience
Bubbles: Elves to blow bubbles amongst the audience

'For my new trike a shiny new bell'
Student rides the trike/ride-on toy across stage followed by a student ringing a bicycle bell
(option to change to a scooter board/space hopper)

'I'll look for you Santa high in the sky'
Dim the lights and students shine torches to the ceiling

'I'm writing my letter early this year'

Spotlight on a student writing a Christmas wish list, flicking through a toy catalogue or cutting and sticking pictures from the catalogue onto paper

'As you get lots of mail from children I hear'

Santa flicks sorts through a pile of envelopes, opening and reading them

Here's a few ideas of things I would like....

'A very fast train' Students enter the stage signing 'Train' or moving in a 'cardboard box' train

'A jet plane' Students to throw paper airplanes into the air

A new physioball...my old one's gone flat!
Student rolls a ball across the stage or uses a bicycle pump/foot pump to blow up a 'flat' physioball

'A whistle, tambourine and a very loud drum'

Students to form a mini orchestra

'Some lights for my tent'

Students enter holding light-up toys (spinners/koosh)
Option to release a 'pop-up a tent'

'Bring my sister a doll and a shape sorter too'

Student pushes pram with doll across the stage
Student enters the stage placing shapes into a shape sorter

'And leave you some milk and a tasty mince pie'

Student places milk and mince pie by Santa

Christmas 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 classroom

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

Drink hot chocolate

Go Christmas tree spotting.

Guided Relaxation Adventure Overview

Overview

There are many benefits of guided relaxation for children and teenagers including increased concentration and relaxation.

Guided relaxation adventures promote emotional health providing a feeling of positivity and mental well-being reducing stress and anxiety, lengthens attention span. concentration and improves sleep.

Guided relaxation adventures are generally considered a safe activity as they are practice of relaxation, stillness and calmness.

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

⚠️ If you choose do this activity, please use the information contained herein entirely at your own discretion.

✓ Settle the individual into a position that is comfortable for them, this could be lying down or sitting.

✓ Provide a blanket.

✓ Dim the lights.

✓ Using a calm and gentle voice, slowly read through the guided adventure pausing between sentences.

✓ Option to add sound effects or sensory props.

The Sleigh Ride – A Guided Relaxation Adventure

Close your eyes and take a deep relaxing breath.

Imagine looking out of the window and seeing Santa waiting for you outside with his reindeer.

Imagine you are leaving this room. You go outside and say hello.

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.

Climb onto the sleigh and sink into the 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.

Can you feel the wind in your hair.

Look down, can you see the houses and cars 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?

The Sleigh Ride – A Guided Relaxation Adventure

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.

Can you 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?

Can you feel it as it melts?

Take your time as you explore the North Pole.

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

Rudolph asks if you would to ride home on his back!

Climb onto his back. Can you feel how soft and warm his fur is?

Can you smell him? He smells like a warm biscuit.

The Sleigh Ride – A Guided Relaxation Adventure

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 started your adventure.

Rudolph lands just outside the door.

Put your hand into your pocket, you will find 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.

Printable Resources

Print out the pages and enlarge the pictures on a photocopier.

Cut the pictures out.

Can the sensory explorer show a preference and make choices?

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

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

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



Bubbles



Play-Doh



Trike



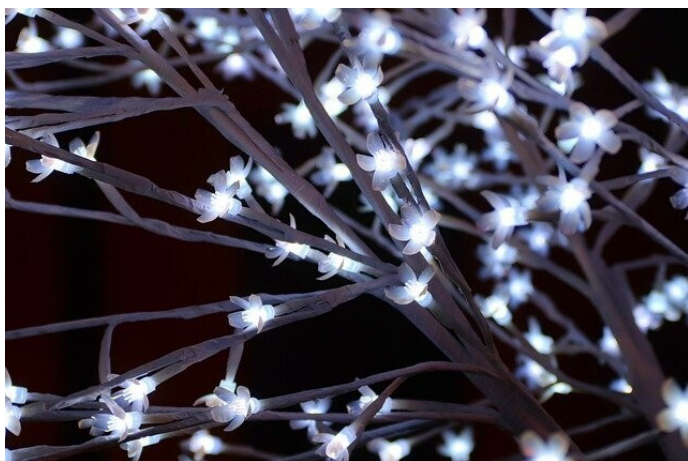
Toy Car



Koosh



Torch



LED Lights



Bell



Whistle



Tambourine



Drum



Tuff Tray



Slime



Chocolate



Toffees



Physioball



Hat



Doll



Mince Pie



Thank You

What Is A Multisensory Story?

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

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.

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 spoken word.

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.](#)



Rhyming Multisensory Stories

STORYTELLING THROUGH THE **Senses** 

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

Visit the website: www.rhymingmultisensorystories.com

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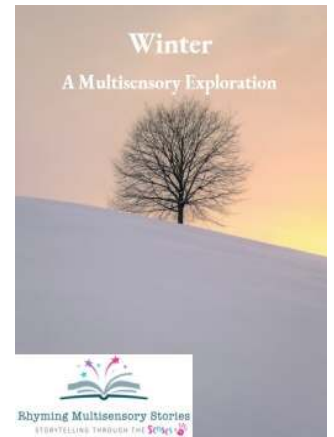
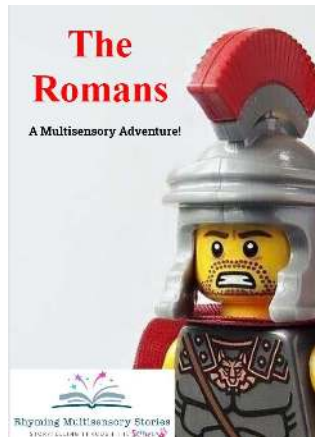
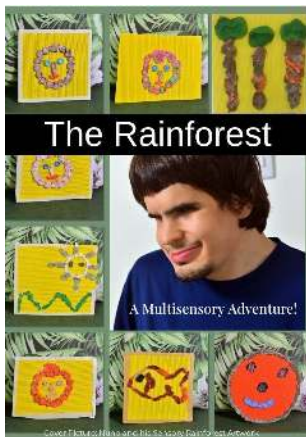
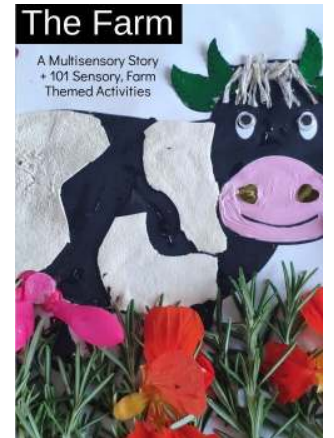
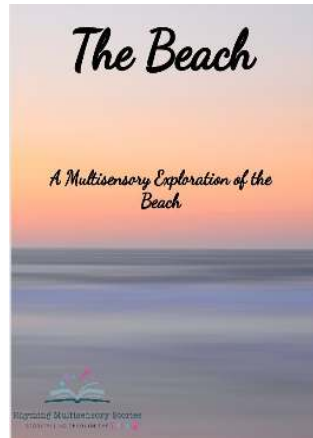
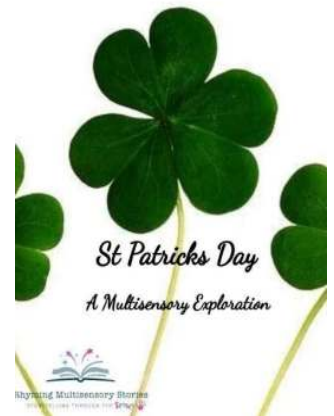
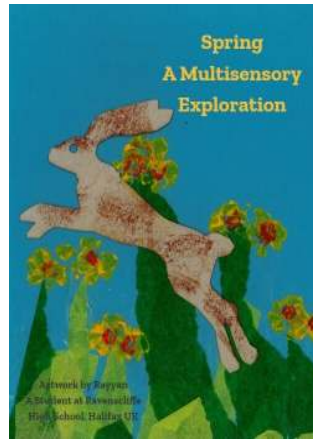
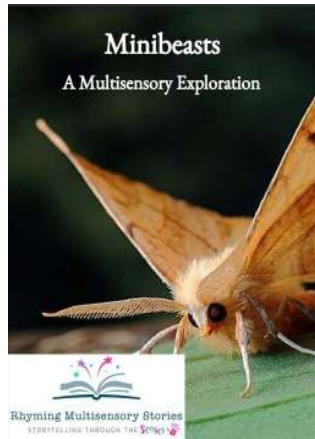
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In memory of my dear Dad who wrote the original version of this poem:)

