OVERVIEW

This unit provides a range of activities on the theme of ‘A Pirate’s Life for Me!’ which aims to establish learners’ awareness of pirates and of the things associated with pirates. This awareness is developed and embedded through a wide range of sensory stimulation, music, song, poetry, environmental and ICT experiences.

Please note: before beginning an activity, check that all the resources are suitable for your individual learners. For example, some essential oils may not be appropriate for young children and others may have contraindications for learners with complex medical needs, life-threatening conditions and/or epilepsy. It is advisable to consult a trained therapist before using essential oils.
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A Pirate’s Life for Me! 1
Learning Activity 1

Pirate’s Plunder

Setting the Scene
Create a relaxation area by using hessian sacks or wooden boxes to make a ‘smuggler’s cove’. Burn coconut-scented candles and play CDs of beach sounds. Add some green crepe paper streamers to the metal cover of a fan to emulate palm trees and create a cooling tropical breeze. This can create a perfect area for one-to-one work, relaxation and intensive interaction.

What to Do
Gather all the learners into the relaxation area and explain that they have arrived at ‘smuggler’s cove’. There are lots of new things to discover in smuggler’s cove, so everyone would need to be ready to start exploring.

Provide each learner with an individual ‘treasure basket’ filled with a range of items to stimulate the senses. Consider using a different theme for each basket.
Areas of Learning

Primary
Personal Development and Mutual Understanding

Post-Primary
Personal Development

What You Need

Smell
• Eucalyptus oil
• Barbecue sauce

Taste
• Vegemite
• Damper (soda bread from the Australian outback)
• Lemon tea
• Barbecued sausages

Touch
• Coral
• Sand
• Heat pack
• Water sprays
• Boomerang

Hearing
• Didgeridoo recording: available on YouTube, for example: www.youtube.com/watch?v=DC9w4KWEgJE
• Sound recording of Waltzing Matilda

Sight
• A Replica:
  – kangaroo
  – koala
  – crocodile
  – wombat
  – possum
• Bush hat (with corks)
• Scarves/fabric in Australian flag colours

Relaxation area
• Coconut-scented candle
• Access to Audio Networks through C2K to search for and download beach background music
• Fan
• Green crepe paper streamers

For seeing
(a box covered in lots of small craft mosaic mirrored tiles)
• Telescopes
• Magnifying glasses
• Pirate projection wheel
• Eye patches to try on
• Cardboard tubes (decorated by the learners)

For touch/feeling
(a box covered in sand and sequins)
• Feathers
• Beads
• Sand
• Shells
• Large cardboard coins covered in metallic foil
• Metal coins

For hearing
(a basket with old CDs attached to it)
• Access to Audio Networks through C2K to search for and download pirate background music
• Pirate phrases on communication devices or tablets
• Squawking parrot hand puppet

For smelling
(a transparent swimming bag or a net wash basket)
• Coconuts
• Coconut sun cream/Hand creams
• Sand and sea-scented candles
• Seaweed/Dulse

For tasting
(a treasure chest covered in fruit shapes painted bubble wrap made by the learners)
• Tropical punch
• Tropical fruit
• Pirate biscuits
• Dulse
• Chocolate coins
Learning Activity 2

Ahoy There Me Hearties!

Setting the Scene

‘Ahoy There Me Hearties!’ is a musical sensory story which takes the learner to an island of treasures to experience the sights, sounds and wonders they find.

Engage the learners in decorating the classroom to reflect this part of their treasure island tale by sponge painting large palm leaves to make an arch to this area. Fill sand trays with wet and dry sand. Use sticky-backed plastic to make a table covering for the snack table using bark, straw and sand.

What to Do

Use the story in Resource 1: Buried Treasure. Set up sensory cues to prepare the learners. Play a chosen song from a pirate songs CD or downloaded tune which will represent this story, and light the sand and sea-scented candle. Wave the skull and crossbones flag rhythmically in the story area of the classroom as the learners are gathered around.

This song can be sung to the traditional tune of ‘A Ship Sailed from China with a Cargo of Tea’ (unknown origin).

Produce each item from the treasure chest as it is mentioned in the song.
What You Need

Resource 1: 
Buried Treasure

- Treasure chest made from a decorated cardboard box
- Sand and sea-scented candle
- Pirate songs CD/Access to Audio Networks through C2K to search for and download pirate music
- Paper fans decorated with glitter and shiny, metallic paper
- Variety of costume jewellery
- Coffee granules
- Water sprays
- Coconut shells
- Coins
- Palm leaves made from card
- Skull and crossbones flag
- Tablet and access to internet (to access Apps)
- Bowls/Trays of water
- Mosquito net (optional)
- Card and paint

Areas of Learning

Primary
Language and Literacy
The Arts (Drama, Art and Design)
The World Around Us

Post-Primary
English
The Arts (Drama, Art and Design)
Environment and Society (Geography)
Learning Activity 3

The Lazy Pirate

Setting the Scene

‘The Lazy Pirate’ is a musical patting story, which allows the learner to experience how it might feel to be a lazy pirate on the Jolly Roger Pirate Ship by offering tactile and proprioceptive stimulation to a familiar tune.

Engage learners in painting and decorating their own class ‘Jolly Roger’ flag using the pirate colours of black, red and gold. Use cardboard boxes to make the hull shape of the boat. Support the learners in using their fingers, toes, combs and utensils to make wood markings with brown paint. Cut ‘portholes’ in the side and put photos of the learners in the windows. Create pirate names for each learner and the ‘crew’ as a whole.

What to Do

Use the Whiteboard Slides in Resource 2: Welcome Aboard! Slide 1 will act as a visual cue for the learners to know the patting story is about to start. Display the slide, playing the traditional tune of ‘What Shall We Do with the Drunken Sailor’ (unknown origin).

Display each slide in turn, followed by the action.
Areas of Learning
Primary
Language and Literacy
Physical Education
Post-Primary
English
Physical Education

What You Need

Resource 2: Welcome Aboard! (Whiteboard Slides)

- Access to Audio Networks through C2K to search for and download ‘What Shall We Do with the Drunken Sailor’
Setting the Scene
No A Pirate's Life for Me! adventure would be complete without some pirate grog and grub! Learners will enjoy touching, tasting and smelling these swashbuckling snacks!

What to Do

Scurvy medication
Pirates looked for as many citrus products as they could find to prevent a disease called scurvy. This is treated with Vitamin C.

Provide lots of opportunities for each learner to touch, smell, feel and look at the citrus fruits before they are cut or squeezed.

On a one-to-one basis, provide each learner with one fruit and talk about what it is, its shape and colour, and its smell after you cut it. Grate the rind of lemons and oranges. Squeeze the juice of some lemons and oranges to make a tasty drink (you might need to add a little sugar if it becomes tart). Be creative in finding ways for learners to mash up the citrus fruits! Next, encourage your learners to taste.

As an alternative, you could half fill ice cube trays with the ‘scurvy medication’ and provide a tasting session for those learners who find swallowing liquids difficult.

Pirate jewels
Chunks of cheese, apple, pineapple, grapes, pretzels and much more can be placed in a personal treasure chest. With each learner, make a treasure chest by covering an empty ‘shop bought’ cake box in tinfoil (for example, carrot cakes are sold in these). Providing each learner with their own treasure chest will allow you to cater for individual needs and allergies.

Make some cookies using a basic recipe such as ‘choc chip cookies’ which you can find by visiting www.kidsspot.com.au

When the dough is mixed don’t forget to sprinkle in chocolate chip or liquorice lace ‘weevils’. Encourage and support the learners to take part in all stages of the preparation. Using a suitable switch adaptor, learners could control the food mixer by pressing a switch to turn it on and off.
Further Suggestions

You could create a treasure chest from a tissue box (you can find this by visiting www.dltk-kids.com and entering ‘pirate’s treasure chest craft’) or a teabag box (visit www.fingertipstv.com and select the ‘Our Makes’ link to find ‘Treasure Chest’)

Learners can be supported to reach into the chest and choose treasures that catch their eye, or have an appealing smell or texture. Talk about the colours, the food, the smells and the taste.

Areas of Learning

Primary
The World Around Us
Personal Development and Mutual Understanding

Post-Primary
Learning for Life and Work
(Home Economics, Personal Development)

What You Need

- Oranges and lemons
- Variety of kitchen implements for mixing, squeezing and stirring
- Cookie ingredients according to recipe
- Chocolate chips
- Liquorice
- Cheese
- Apple
- Pineapple
- Grapes
- Pretzels
- Tissue box treasure chest
- Grater
- Ice cube trays
- Sugar
- Food Mixer
- Switch adaptor
- Cake box
- Tinfoil
Setting the Scene

‘Shiver Me Timbers’ is rumoured to refer to a pirate’s legs shaking with shock or excitement! This lesson provides pirate-themed songs and games, which can be used as an interactive parachute games session.

What to Do

Follow the instructions in Resource 3: Songs and Rhymes. A version of the tune for the song *Over the Waves* can be found online by visiting [www.macaronisoup.com](http://www.macaronisoup.com)

You can record a video of the learners to show them in the final activity, if appropriate.
Areas of Learning

Primary
The Arts (Drama)
Physical Development and Movement

Post-Primary
The Arts (Drama)
Physical Education

What You Need

Resource 3: Songs and Rhymes

- Large parachute
- Pirate hats
- Mermaid wigs
- Feather headbands/Headdresses
- Ten treasures made from foam balls rolled in glitter and sparkles or wrapped in coloured foil
- Camera, tablet or video recorder to capture the learner’s participation
Setting the Scene

No pirate ship would be complete without the Captain's parrot. In Robert Louis Stevenson's novel Treasure Island, the one-legged pirate Long John Silver had a parrot which cried 'pieces of eight'. The parrot's name was Captain Flint. This lesson gives some ideas for sensory art activities to create your class ship's parrot.

What to Do

Gather learners together in the art area. If possible source a squawking parrot hand puppet. Use the puppet to ‘call’ learners to the circle. Once all learners are together the puppet can say ‘hello’ to learners individually, and learners can reply by activating parrot sounds on a communication device or tablet. Read the poem together.

Captain Hook he had a bird
And it could talk, oh how absurd!
With multicoloured feathers bright
His plume was such a glorious sight
Yellow, red, green and blue
With yellow feet and big beak too
On captain's shoulder he'd be perched
As over the waves the Jolly Roger lurched
But he'd never say 'Who's a pretty boy?'
Cos the pirate parrot shouts 'Land Ahoy!

Footprint ‘Flint’

Dip learner’s full foot in paint or use sponges, rollers or brushes to paint feet depending on sensory preference. Add extra multicolours to the toes and toe pads. Support learners to stand on a piece of card or press the card against the foot. Attach a pre-cut beak onto the side of the heel print. While the paint is still wet support learners to explore glitter, sparkles and coloured sand and drop or sprinkle over allowing it to stick in the wet paint.

Feathered ‘Flint’

Have a variety of real feathers of different colours, lengths and texture for the learners and feather shapes cut from foil, crepe, tissue and cellophane. Support learners to explore the different colours and textures of the feathers and to grasp and release where appropriate onto a pre-glued parrot cut-out.

Fingers ‘Flint’

Turn the learner’s handprint into a colourful parrot by making the thumb the head by adding a beak and eye and making the fingers the brightly-coloured feathers. Explore different textures of ‘paint’ by adding sand to paint, mixing paint with shaving foam and PVA (stays puffy when dried), mixing glitter with paint or mixing talcum powder with paint. For an added olfactory element put a few drops of scents like lemon, mint or strawberry essence in the corresponding paints. Remember that some learners may be tactile defensive and may not want to flatten their hands out to print. With repetition and gentle encouragement they may be able to work towards placing their prints on the page.
Areas of Learning

Primary
The Arts (Art and Design)

Post-Primary
The Arts (Art and Design)

What You Need

- Parrot puppet
- Communication device/Tablet
- Paper/Plain card
- Variety of paints
- Variety of feathers
- Variety of pre-cut feathers in foil/cellophane/tissue/crepe
- PVA glue
- Variety of sponges, brushes and painting utensils
- Glitter, sparkles
- Coloured sand
- Shaving foam
- Talcum powder
- Variety of essential oils/essence

A Pirate’s Life for Me!
Setting the Scene

The lesson gives learners opportunities to explore some objects, materials and their properties which pirates may find in a fantasy tropical island lagoon through messy and sensory play.

Create a tropical lagoon environment by displaying a suitable PowerPoint or screen saver on a large screen. Use a tropical projection wheel on the wall or ceiling of the classroom or onto a mosquito net draped from the ceiling. Put bubble tubes, lava lamps and plasma projection lights on around the room. Turn on electric fans with blue and green streamers attached. Attach blue and green cellophane to windows, hang shredded chiffon and play ‘under the sea’ music (either natural sounds mood music, appropriate classical music, appropriate Caribbean music or a familiar film soundtrack such as Disney’s The Little Mermaid, depending on the age and preference of your learners).

What to Do

Bring the learners together as a group in the circle area and play gentle sea music softly in the background.

Sing the song with the learners enough times so that all learners can receive a light water spray which will act as an auditory and tactile cue for the start of the lesson.

(Sung to the tune of Row, Row, Row Your Boat)

Land ahoy! The Blue Lagoon
It lies just up ahead
What will float in the waters blue?
And what lies on the sea bed?

Further Suggestions

Leave the background music playing and position the learners so that they can best explore the following sensory exploration tubs:

Pirate treasure sensory tub
Fill a tub or tray with black beans or black aquarium gravel. Mix in a variety of shiny necklaces, crystals and costume jewellery. The black background created by the beans or gravel will help learners’ visual discrimination by creating visual contrast with the sparkles!

Tropical seas sensory tub
Fill a tub or tray with water beads. Water beads are a substance made from polymers used by florists in place of water in flower displays. They are completely safe and non-toxic. They begin as tiny seed-like beads and transform their appearance over six hours into juicy, plump, squidy balls by soaking up water. They bounce wonderfully. They feel like they are full of water, but when squashed they become a jelly-like substance and can regain their original shape. For a tropical effect use green, clear and blue water beads, some real sea shells, fish and seaweed cut from craft foam.

Wishing well
For added auditory stimulation use a metal tray or tub to contain your ‘wishing well’. Add a variety of different textured stones and rocks as well as gold and silver coins. The metal tray will maximise the coins as they jingle!

Buried treasure sensory tub
Fill a tub or tray with either wet or dry sand. Mix in some wild rice for varied texture. Bury secret treasures of coloured marbles and gemstones in the sand and support the learners to touch and push through the sand to find them.
Pirate treasure discovery bottle
Support learners to put sand, glitter, beads, water beads, sequins, tiny craft shells and blue water beads into an empty water bottle. Fill with water and fasten the lid (adults could secure using a glue gun.) Support learners to tip, roll and shake the bottles to see what happens to wet sand and how the different items move differently in water. This also illustrates floating and sinking concepts for the learners.

Tropical fish discovery bottle
Use small water balloons partially blown up to resemble small fish. Add aquarium gravel to the bottom of the bottle. Fill the bottle with water and a few drops of blue food colouring, close the lid tightly and secure with some tape.

Snake pit spaghetti
Cook spaghetti before the lesson. Use a lot of salt in the water to prevent sticking. Run the pasta under cold water, and coat it with oil to further prevent sticking. Dye some blue and some green using food colouring and tongs. Let the pasta dry for several minutes and place the pasta in a tub or tray to guard the treasure.
Learning Activity 8

Where Be the Treasure?

Setting the Scene
This treasure hunt will take learners out of their classroom and around the school environment engaging with rhythms, following the leader, matching clues, anticipating movement, touching patterns, exploring textures and finding treasure!

What to Do
Before the lesson select a few areas around the school you would like your learners to find using their tactile ‘map’. Play pirate music while supporting the learners to get dressed in pirate costumes. Support them in having their faces painted and gathering their props.

Make sure you show the learners what they look like in the mirror. Take photos or short video clips on a tablet and let them see what they look like. When everyone is ready come together in a circle with the class treasure chest you have made from Learning Activity 2.

Produce Clue Boxes containing items to give the learners a tactile, auditory, visual, olfactory or taste clue which can be explored and matched to items around the school.

Ideas for a treasure hunt
The following script is an example of a sensory treasure hunt which can be adapted depending on your own school environment. The chant is adapted from the Compass Guide Poem which you can find by visiting www.atozkidsstuff.com

All chant together:

How do we know which way to go?
Look at the map and it will show.
North, south, east or west,
To find the treasure which is the best?

Clue box 1
You will need:
- Water spray (tactile clue)
- Bubble or splash sound on communication device (auditory clue)
- Blue water discovery bottle (visual clue)

All sing a follow-the-leader song as you make your way to the water play area in the nursery.

On arrival support learners to touch, look at and listen to their clues and match the sensations to the actual water tray.

Find Clue Box 2 at the water trays and all chant together:

How do we know which way to go?
Look at the map and it will show.
North, south, east or west,
To find the treasure which is the best?

Clue box 2
You will need:
- Yellow card covered in PVA glue and sand (tactile clue)
- Sand box app on tablet (auditory clue)
- Giant sand timer (visual clue)

All sing a follow-the-leader song as you make your way to the sandpit in the junior school.

On arrival support learners to touch, look at and listen to their clues and match the sensations to the actual sandpit.
Find Clue Box 3 at the sandpit and all chant together:

How do we know which way to go?
Look at the map and it will show.
North, south, east or west,
To find the treasure which is the best?

**Clue box 3**
You will need:
- Purple card covered in PVA glue and lavender (tactile clue)
- Small hand fan with lavender on blades (visual clue)
- Lavender hand cream (olfactory clue)

All sing a follow-the-leader song as you make your way to the herb box in the sensory garden.

**What You Need**
- Pirate music
- Costumes
- Pirate props
- Parrot puppet
- Party food
- Resources to make clue boxes
- Camera
- Tablet
- Mirror

**Areas of Learning**

**Primary**
- Mathematics and Numeracy
- The World Around Us

**Post-Primary**
- Mathematics
- Environment and Society
Learning Activity 8 (continued)

Where Be the Treasure?

On arrival support learners to touch, look at and listen to their clues and match the sensations to the actual lavender plants.

Find Clue Box 4 at the herb box and all chant together:

How do we know which way to go? Look at the map and it will show.
North, south, east or west,
To find the treasure which is the best?

Clue box 4
You will need:
- Brown card covered in PVA glue, twigs and bark (tactile clue)
- Leaves to throw/drop in a tray or bowl (visual clue)
- Wood block and beater (auditory clue)

All sing a follow-the-leader song as you make your way to the wood area in senior school.

On arrival support learners to touch, look at and listen to their clues and match the sensations to the actual trees.

Find Clue Box 5 at the wood and all chant together:

How do we know which way to go? Look at the map and it will show.
North, south, east or west,
To find the treasure which is the best?

Clue box 5
You will need:
- Red card covered in PVA glue and feathers (tactile clue)
- Loose feathers to drop in a tray or bowl (visual clue)
- Parrot squawks on communication device or tablet (auditory clue)

All sing a follow-the-leader song as you make your way to the parrot puppet in class who is guarding the party food!

On arrival support learners to touch, look at and listen to their clues and match the sensations to the parrot.

Give each pirate a round of applause in turn and enjoy the pirate plunder!
Learning Activity 9

Pirate Party

Setting the Scene

The ‘Pirate Party’ gives ideas for an activity, conclusion and celebration of achievement throughout the topic!

Provide learners with a costume box filled with a range of accessories for pirates, mermaids and parrots such as eye patches, pirate hats, stripy material, red and black felt capes, beads and jewelry, curly wigs, shimmery fabric, shell necklaces and coloured feather boas.

Collect props such as parrot toys, shiny coins, small toy swords, conches, pirate phrases, parrot noises and mermaid’s song recorded on communication devices.

What to Do

Support learners to make their own individual treasure chests from shoe boxes.

Create a pirate ship in the centre of the classroom with brown card or butcher paper with the ‘Jolly Roger’ flag at the helm.

Dress all the learners in pirate costumes and paint their faces if appropriate. Allocate props to those learners who are able to access them such as scabbards, eye patches, parrots, flags and so on.

Play pirate music and have the learners enter the pirate ship with a member of staff. Staff will make lots of pirate sounds as they enter the pirate ship with the learner.

Call the final ship’s register in a pirate voice. Call the learner’s name and allow them to respond with a ‘Yo Ho Ho!’ on a communication device or tablet where appropriate. Make sure to give each learner a turn.

Throughout the unit collect personal ‘treasure’ for the learners (art they have created, photos of them dressed up as pirates, a DVD of them joining in parachute games or a recording of their favourite pirate song). Present the learners’ individual treasure chests to them, celebrating their achievements in turn.

As the teacher slowly waves the class flag all sing together to the tune of the traditional song ‘The Big Ship Sailed on the Alley-Alley-O!’ (unknown origin).

The Jolly Roger sailed but now it’s time to go From Treasure Island go Together time to go The Jolly Roger sailed but now it’s time to go Till it’s time for our next adventure…

Further Suggestions

Books

For a wide variety of books visit www.amazon.co.uk and search for books about pirates or treasure islands.

Suggested songs

You can source a wide variety of CDs and downloads online.

Visit www.amazon.co.uk for CDs of pirate songs. For older learners, visit www.amazon.co.uk and search for CDS of sea shanties.
Sound effects and music for theme
Visit Audio Networks through C2k via MySchool.

Suggested films
- Peter Pan
- Hook
- Muppet Treasure Island
- Pirates of the Caribbean

Suggested Websites
Visit www.helpkidzlearn.com and select ‘Activities’ followed by ‘Games’ for a Jungle Adventure.


Search online for the following songs:
- Blast the Pirate Ship
- Portside Pirates!
- Jake and the Neverland Pirates
- You Are a Pirate – Lazy Town

Areas of Learning
Primary
The Arts (Drama)
Personal Development and Mutual Understanding

Post-Primary
The Arts (Drama)
Learning for Life and Work (Personal Development)

What You Need
- Pirate ship card
- Pirate/Mermaid costumes and props
- Face paints
- Pirate music
- Communication device/Tablet
- Individual treasure chests
- Class flag
- Brown paper/Butcher paper
- Camera/Photos of learners

A Pirate’s Life for Me!
Ahoy There Me Hearties!

Ahoy there me Hearties! Treasure Island I see!
Dripping in treasures for you and for me
   I spy me a fan! Oh imagine my bliss
     I just can’t stop going like this, like this, like this, like this

Action: Use paper fans to fan learners. Vary speed and proximity to give different sensations and place fan in different positions around the learner’s body. Depending on your learner, you may wish to introduce a fan connected to a switch to encourage and develop their concept of cause and effect.

Ahoy there me Hearties! Treasure Island I see!
   Dripping in treasures for you and for me
     I spy me some coins! Oh imagine my bliss!
       I just can’t stop going like this, like this, like this, like this

Action: Use a selection of coins to jingle for the learners. Depending on your learner this may be best done in a small net bag, a bowl, or in their hand. They could be jingled in the learner’s eye line for visual stimulus of the movement or around the head and ears to give the learner an opportunity for listening and auditory tracking.

Ahoy there me Hearties! Treasure Island I see!
   Dripping in treasures for you and for me
     I spy me some coffee! Oh imagine my bliss!
       I just can’t stop going like this, like this, like this, like this

Action: Provide the learner with ground coffee in a small bowl or tray. The coffee can provide the learner with the opportunity to smell as well as taste.

Ahoy there me Hearties! Treasure Island I see!
   Dripping in treasures for you and for me
     I spy me some jewels! Oh imagine my bliss!
       I just can’t stop going like this, like this, like this, like this

Action: Provide the learner with a variety of ‘jewels’. The beads should be in a variety of shapes and bright colours. They may be presented loose in trays or bowls for the learners to touch and lift, or as strings of beads to run their hands through.
Ahoy there me Hearties! Treasure Island I see!
Dripping in treasures for you and for me
I spy me some palm leaves! Oh imagine my bliss!
I just can’t stop going like this, like this, like this, like this

**Action:** Make large palm leaves from card. The learners can be involved in this by using their hands, feet or sponges to paint. Waft the leaves around the learners in slow motion to allow them to feel the breeze, see the movement and anticipate the next breeze.

Ahoy there me Hearties! Treasure Island I see!
Dripping in treasures for you and for me
I spy me some coconuts! Imagine my bliss!
I just can’t stop going like this, like this, like this, like this

**Action:** Use half coconut shells to make noises around the learners. Support the learners to make sounds with the coconut shells and to feel the texture of the outer shell.

Ahoy there me Hearties! Treasure Island I see!
Dripping in treasures for you and for me
I spy me a waterfall! Imagine my bliss!
I just can’t stop going like this, like this, like this, like this

**Action:** Use either water sprays or bowls/trays of water for the learners to feel water on their skin. Some learners may prefer warm/cold water, water sprayed directly onto hands, or falling in a spray from above. Download a free waterfall app and encourage the learner to look at and listen to the waterfall. You may wish to display this onto an IWB or project onto a mosquito net surrounding the learner.

Ahoy there me Hearties! Treasure Island I see!
Dripping in treasures for you and for me
I spy me a hammock! Oh imagine my bliss!
I’ll have pirate dreams just like this, like this, like this, like this

**Action:** Staff should make the singing quieter and quieter towards the end of this verse and ‘rock’ the learner in whichever way is appropriate for the individual. As the singing finishes play a pirate sounds CD. Allow learners some time for processing and relaxation, maintaining physical contact with an adult if this is relaxing for them.

**Final Action:** Take the candle around the circle so that all learners can smell and track the flame, then blow the candle out to signify the end of the story session.
Slide 1: The Jolly Roger pirate ship
Action: Play the music as you bring the learners to the story area.

Slide 2: Pirate face
Action: Pat learner’s head with a rhythmic motion.

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate, early in the morning?
Make him wear his pirate’s hat…

Slide 3: Pirate Captain looking cross
Action: Tap or move hands over ears and away again. Be aware of any auditory sensitivities which the learner might have.

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate, early in the morning?
Make him listen to the Captain’s orders…

Slide 4: Pirate tapping biscuit on elbow
Action: Pat elbows firmly, then pitter-patter fingers down arms.

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate, early in the morning?
Tap the weevils from his biscuits…

Slide 5: Pirate scrubbing the floor
Action: Use hands to create a fast, firm rubbing action across palms.

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate, early in the morning?
Make him go and scrub the poop deck…
Slide 6: Pirate ship food table
Action: Rub tummy firmly.

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate, early in the morning?
Keep him away from the pirate grub…

Slide 7: Sick-looking pirate
Action: Gently shake, wobble and squeeze legs.

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate, early in the morning?
Hope that he can find his sea legs…

Slide 7: Pirate walking the plank
Action: Tap firmly with open palm on soles of learner’s feet.

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate, early in the morning?
Tickle his feet to make him walk the plank!

Slide 8: Sharks by a pirate ship
Action: Whoosh hands quickly down sides of body from head to toe.

What shall we do with the lazy pirate?
What shall we do with the lazy pirate?
What shall we do with the lazy pirate, early in the morning?
Throw him in the water! Wake him Up!...
Action: Everyone forms a circle around the parachute. Beginning with verse one the parachute is waved gently down low, slightly higher and bouncier for verse two, waist-height and waving strongly for verse three until floating high in a mushroom movement for verse four. With repetition learners will come to anticipate the increased movement and volume of the parachute.

Over the Waves

I climbed aboard a pirate ship, and the Captain said to me
‘I go this way, that way, forwards, backwards over the Irish sea
Treasure in a sunken ship at the bottom of the sea (verse 1)
Mermaids swimming through the foam on the blue green sea (verse 2)
Roaring winds and crashing waves, danger out at sea (verse 3)
Thunder and lightning in the sky as far as the eye can see (verse 4)
Over the waves we go, yes that’s the life for me!’

Action: Collect a selection of pirate hats, long wigs and feather headbands and give one to each learner. All chant the rhyme together with the parachute rumbling in time down low. At the end the teacher shouts ‘Pirates’, ‘Mermaids’ or ‘Parrots’ and the parachute is mushroomed high in the air. Anyone with the corresponding headpiece has to swap places under the parachute.

Are you a Pirate, on the ship?
Are you a mermaid, in the sea?
Are you a parrot, on Captain’s shoulder?
It’s a Pirate’s Life for Me!

Action: Everyone waves the parachute down low while singing the song to the tune of ‘Michael Finnegan’. With each number sung, throw a ‘treasure’ on the parachute. On ‘Yo Ho Ho!’ pop the parachute so that all the treasures fly up in the air.

One shiny two shiny three shiny treasures
Four shiny five shiny six shiny treasures
Seven shiny eight shiny nine shiny treasures
Ten shiny treasures in the treasure chest!

Action: Move learners in so that they are underneath the parachute. Move the parachute slowly up and down above their heads while gently singing the cool-down song to the tune of ‘Twinkle, Twinkle, Little Star’.

Yo Ho Ho!
Hoist the colours! Fly them high
Jolly Roger streaks the sky
Colours red and gold and black
Captain Hook and Captain Jack
Pirates, mermaids, parrots too
Sailing on the ocean blue.
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