To Be Me
Feast for the Senses
A practical resource to support the Personal Development and Mutual Understanding (PDMU) Area of Learning in the Northern Ireland Curriculum

The To Be Me (Personal Development and Mutual Understanding) thematic unit for Key Stage 1 pupils with severe learning difficulties (SLD) aims to provide teachers with support in beginning the planning, teaching and assessing of PDMU within the Northern Ireland Curriculum.

This resource is comprised of six sub-units
- Fit for Life
- Let’s Get Moving
- Home is Where the Heart is
- Feast for the Senses
- Straight from the Heart
- Let’s Get Together

It details suggested learning activities and methodologies which will assist teachers in developing children’s personal, emotional, social and health needs at the very earliest stages of development.

It includes links to the Thinking Skills and Personal Capabilities Framework, the cross curricular skills of Communication, Using Mathematics and Using ICT. The resource also connects to the Areas of Learning where appropriate and incorporates the principles of Assessment for Learning.

**Strand 1**
**Personal Understanding and Health**
- **Themselves and their Personal Attributes**
  Begin to recognise uniqueness and value personal qualities and abilities
- **Their Own and Others’ Feelings and Emotions**
  Begin to recognise and manage some feelings
- **Keeping Healthy and Safe**
  Begin to recognise some aspects of a healthy lifestyle

**Strand 2**
**Mutual Understanding in the Local and Wider Community**
- **Similarities and Differences**
  Begin to recognise differences in each other
- **Learning to Live as a Member of a Community**
  Begin to understand their role in the classroom community
- **Relationships with Family and Friends**
  Begin to understand the relationships within a family
- **Similarities and Differences**
  Begin to recognise differences

**Resource Sheet in this booklet**
**Powerpoint Activity**

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Curriculum Objective
To develop the young person as an individual

Key Experiences
Pupils will have opportunities to:
• develop awareness that their hands can provide information about their immediate environment;
• use the sense of touch to integrate information coming from various areas of the body;
• respond to a range of tactile stimuli;
• distinguish between different measures of temperature;
• experiment with various textures;
• discriminate between different colours and smells;
• develop an understanding of different tastes;
• begin to discriminate between different sounds;
• locate, track and concentrate on visual stimuli; and
• develop memory skills.

Learning Intention
Pupils will begin to:
• be aware of their senses.

Progress in Learning
I am beginning to:
• develop my sense of taste;
• develop my sense of smell;
• develop my sense of hearing;
• develop my sense of sight; and
• develop my sense of touch.

Success Criteria
Pupils will:
• begin to explore who they are; and
• begin to recognise what they can do.

Attitudes and Dispositions
• Self-confidence
• Curiosity
• Tolerance
• Openness to new ideas
In Good Hands

Massage is a form of therapeutic touch which assists with the development of communication, body awareness and sensory processing. Hand massage, is therefore, of benefit to pupils with special educational needs. It can relax or stimulate depending on which essential oils are used.

Use massage to encourage awareness of the hands.

Pour some oil onto your palm and rub your hands together to warm the oil. Start massaging the pupil’s least dominant hand until they get used to the sensation.
Massage both the front and back of their hand, including their fingers and palm. Vary the pressure and speed of massage, using a gentle but firm touch. Then repeat on their dominant hand. Consider using a selection of massage products, such as hand cream, essential oils, baby oil, tactile toys, wooden massagers, etc.

See Resource 1 for the do’s and don’ts and tips for giving hand massage.

You can make links to:

- **Language and Literacy** by singing or saying rhymes such as “This Little Piggy” and “Ten Green Bottles”;
- **Drama** by using finger puppets to retell a rhyme or story after the massage; and
- **Mathematics and Numeracy** by counting on fingers.

Encourage your pupils to participate in the rhymes and stories if possible.
What can we feel and do with our hands and faces?

Wind of Change
Blow air currents onto the hands and faces of pupils using a variety of sources of cold and warm air.

You can use any or all of the following collection of resources: straws, a hairdryer (with a cool air setting), fans (made in an art lesson or bought in a shop), a foot pump, balloons and plastic tubing.

Start with a level of stimulation appropriate to the pupil and look carefully for a response. Again, you can use this lesson to tell stories such as “The Three Little Pigs” (making use of air currents for huffing and puffing). Try varying the seconds between blowing to observe anticipation.
You will need:

- Equipment to create air currents (straws, pump, hairdryer, etc.)

You can make links to:

- **The Arts** by making and decorating fans;
- **Language and Literacy** by telling the story of the “Three Little Pigs”;
- **Mathematics and Numeracy** by using warm and cold air and varying the time lapses between the stimulus; and
- **The World Around Us (Geography)** by using warm and cold air to make links with the weather and the seasons and looking at the different materials used to build the houses in the story of “The Three Little Pigs”.

**Cross Curricular Skills:**
**Communication** – Understand non-verbal signals
**Communication** – Take part in oral language activities

**Thinking Skill and Personal Capability:**
Show excitement, enjoyment and surprise in learning
Feeling Good
Brush and stroke your pupils’ hands, faces, arms, legs and feet using a range of materials.

Start with the first material and use it in sequence on all parts of the body that are mentioned. Look for an individual response and anticipation. Allow a time gap before moving to the next stimulus.

Look for pupils using eye pointing as a method of expressing a choice of favourite stimulus.

You will need:
- Stimuli for brushing and stroking
- Stimuli for vibration
Materials that can be used include:

- a baby hairbrush;
- gloves;
- make-up brushes;
- a feather duster;
- cotton wool; and
- fur, velvet, satin or other fabrics.

Allow non-verbal pupils to choose by pointing or picture exchange. Encourage those pupils with verbal skills to make a verbal choice. Use this as a turn taking activity and talk about the choices each pupil makes. If pupils find it difficult to make a choice, acknowledge their response and talk about what they seem to like.

You can make links to:

- **Language and Literacy** by talking through the activity; and
- **The World Around Us (Science)** by using different stimulus materials.

**Extension activity**

Allow your pupils to experience various forms of vibration using the resources listed below:

- vibration cushions;
- a foot spa;
- electric/battery massagers;
- an electric toothbrush; and
- pull-string vibrating toys, etc.
What can I feel with my hands?

**Touchy Feely**
Place a variety of textured materials on a tray for your pupils to feel using their hands. Try adding unusual objects that are strange to the touch.

Encourage your pupils to feel the objects. Look for facial responses or tactile responses to indicate whether they like or dislike a certain texture (you may need to do this hand on hand).

Encourage verbal pupils to describe what they feel using simple language such as *soft*, *hard*, *bumpy*, *rough*, *smooth*, *jagged*, etc.

Make a textured book that your pupils can read after the activity by selecting a few of the materials and attaching them to both sides of individual A4 cards. Bind the pages and give your book a front and back cover.

**You will need:**
- Textured materials (bubblewrap, felt, cotton, wool, silk, velvet, sandpaper, aluminium foil, kitchen scourers, foam, carpet, tinsel, polystyrene, sheepskin, play dough, shredded paper, etc).
- A tray
- Binding material
- Sheets of A4 card
- Material for cover
Explain what’s inside to your pupils. Use the book in a repetitive pattern, either working individually or in a group. As the pages are bound, they will learn to anticipate which texture is coming next. Some may be able to say which texture is coming next and which ones they like/dislike.

You can make links to:
- **Language and Literacy** by making personalised reading books for children with PMLD, where possible choosing favourite materials to include in their book;
- **The World Around Us (Science)** by using different materials; and
- **Mathematics and Numeracy** by describing properties of materials.
Differing Degrees

Gather together items such as:
- a hot water bottle;
- an ice gel-pack;
- a hand warming gel-pack;
- metallic items;
- various packs containing pulses that can be heated in the microwave; and
- ice cubes or plastic shapes designed for freezing, etc.

Encourage pupils to handle objects of varying temperatures (for example hot or cold) and distinguish between them. Observe the responses made by non-verbal pupils: facial gestures or tactile responses (for example pulling away, grasping tightly). Non-verbal pupils can also exchange or point to symbols.

Introduce warm as the measure between hot and cold.
Place objects into large Venn rings or sets according to the hot, cold, warm criteria. After modelling this type of sorting, see if some of your pupils are able to sort. Record the outcome on Resource 2, or design your own recording sheet.

You can make links to:
- **Mathematics and Numeracy** by investigating measures of cold, warm and hot and organising information in a mathematical format (sets);
- **Language and Literacy** by describing what they feel or listening to descriptions of what their classmates might be feeling; and
- **The World Around Us (Science)** by discussing temperature and safety in the classroom and at home.
Our sense of smell is important as it helps us to gather information about our environment and what is happening. It is also very closely linked to our sense of taste.

Before carrying out the following activities consult the pupils’ records for any medical conditions or allergies that would prevent a pupil from being able to take part in sensory activities involving smell. Never use liquids that are dangerous and always take the necessary hygiene precautions. Also ensure that your pupil is comfortable.

**Smelly Dough**

Make (or buy) play dough in several different colours. Add a different smell to each colour using flavourings designed for cooking (for example green can be scented with peppermint, yellow with vanilla and red with cherry or strawberry). See Resource 3 for instructions on making play dough.

To prevent anxiety, tell your pupils what is going to happen and explain what each smell is.

Encourage pupils to manipulate, explore and experience the various samples of play dough. Ensure your pupils have sufficient time to have a good smell. Observe your pupils’ responses and respond to their choices and preferences.
Encourage your pupils to talk about what they can smell.

Develop fine motor skills by using the dough to roll, pinch, poke, flatten, etc.

You can make links to:

- **Language and Literacy** by creating letter shapes out of the dough and by talking about and describing colours and smells; and
- **The World Around Us (Science)** by investigating different colours.
Smelling Bee
Gather 12 small, empty containers (for example plastic vitamin jars, margarine tubs) and create several pinholes in the top of each one.

Place a sample of the following items in each canister:

- an onion
- alcohol
- a banana chunk
- vanilla extract
- ground coffee beans
- fresh herbs
- vinegar
- perfume
- peppermint flavouring
- cinnamon
- orange oil
- minced garlic

Use cotton wool to soak up the liquid scents and place in a canister. Then number the canisters and make a note of the contents.

Begin the lesson by spraying some perfume or air freshener into the air and alerting the class to the fact that they are using their noses to smell the perfume. Encourage your pupils to close their eyes so they can concentrate on the smell rather than what they see.

You may wish to limit the number of containers for the first lesson, as too many may confuse the pupils. Smell each one in turn and pass it round. Encourage your pupils to use language skills to compare and describe each scent.
Give your pupils the opportunity to track the smell or move towards it.

Look for responses such as body and head movements, widening of the eyes, sneezing, smiling or frowning from your PMLD/non-verbal pupils.

Respond to your pupils’ choices and preferences.

Let the adults have a go too.

You can make links to:
- **Language and Literacy** by describing smells.
Run Run as Fast as You Can
Use a traditional story such as “The Gingerbread Man” to develop a literacy activity involving the sense of smell.

Repeat the story several times using the same book or different formats such as: online stories, finger puppets, visual aids, or make your own books.

Discuss the story with your pupils, using the following focused questions as prompts:
- What does he look like?
- What might he taste/smell like?
- Why was everyone chasing him?
- What might happen when they catch him?

Encourage your pupils to predict the sequence of the story and to retell it using pictures or in their own words.

Explore gingerbread further by baking gingerbread men and eating them at break-time (instead of baking, you could buy the gingerbread men from a shop). Encourage your pupils to smell the gingerbread men and if baking them yourself encourage your pupils to smell the ingredients.

Make gingerbread play dough and allow pupils to create and play with their own gingerbread men. Encourage your pupils to smell the gingerbread play dough. Use the recipes in Resource 5 for details on how to make gingerbread dough and play dough.
Using Resource 4, allow pupils to create their own paper gingerbread man. Together colour in his decorations, cut him out and decorate him with sprinkles, sweets and spices such as ginger and cinnamon. Encourage your pupils to smell the spices.

You can also provide your pupils with ICT experiences by using the PowerPoint: GingerBread Man with them or by helping them access the story online at: www.topmarks.co.uk/stories/gingerbread.htm

Books and finger puppets are available from book shops or online.
Tasting can be included as part of an oral and articulation programme to encourage lip and tongue movement. It can also be used to stimulate the sense of taste, to develop a tolerance of a range of tastes and to encourage development of feeding skills.

All in Good Taste
Gather information from parents/carers about the foods their children like to eat at home.

Organise a tasting activity to explore the four major tastes that the tongue can sense: bitter, sweet, sour and salty.

Respect the pupils’ likes/dislikes, don’t simply make assumptions.

Consult the speech and language therapist/physiotherapist or occupational therapist before doing any activities, which involve food or drink, or positioning of pupils.

Also make sure you are aware of any specific dietary requirements your pupils may have, including allergies.

Collect foods that are bitter (for example lemon, grapefruit, unsweetened cocoa and plain chocolate), sweet (for example jam, honey, toffee, syrup and milk chocolate), sour (for example natural yoghurt, soured cream, pickle) and salty (for example crisps, bacon and salted popcorn).

Take several lessons to cover all the tastes (for example cover sweet and sour one day, bitter and salty the next).

Prepare the taste samples on clean utensils, taking the necessary hygiene and food safety precautions. Ensure that you wash your hands before and after the activity.

You will need:

- Resource 6: Sweet, Salty, Sour and Bitter Sets
  - Various food items from the four major taste categories
  - Venn rings
Allow time for the taste to have an impact on your pupils.

Observe your pupils.

Give pupils a drink to clear their palate between samples.

Encourage the verbal pupils to describe the sensations they are feeling with words like “sweet”, “yummy”, “salty” and “yuk”. Encourage non-verbal pupils to use the traffic-light system of communication.

Respond to your pupils’ choices and preferences.

Finally, together sort the foods into categories using a similar method to the lesson on cold, warm and hot sensations. Put the items into Venn rings on the table and record the information on paper as indicated in Resource 6, or you can design your own worksheet.

You can make links to:

- **The World Around Us (Science)** using the senses;
- **Mathematics and Numeracy** by collecting the information and displaying it for the purpose of interpreting the results; and
- **Language and Literacy** by verbally describing the different tastes.

**Thinking Skills and Personal Capabilities:**

Be willing to take on new challenges
Show excitement, enjoyment and surprise in learning

**Cross Curricular Skill:**

Communication –
Communicate information, ideas, opinions, feelings and imaginings using an expanding vocabulary
To Your Taste?
Try a blindfolded tasting game. Blindfold pupils (who feel comfortable with this procedure) and encourage them to taste different types of food items in small quantities.

You can either show them the food items first or not, depending on your judgement of their level of ability.

Verbal pupils can describe and guess what they can taste. Non-verbal pupils may distinguish likes and dislikes by using gestures. Resource 7 lists some of the responses to watch for.

Record the information individually on Resource 8. Images of additional food items are also provided, which your pupils can paste onto their sheet. Alternatively design your own sheet.

You will need:
- Resource 7: Non-Verbal Taste Responses
- Resource 8: Like/Don’t Like
  - A blindfold
  - Several different flavours of crisps
  - Jam
  - Honey
  - Jelly
  - Cereals
  - Raw vegetables
  - Fruit
  - Ice cream
  - Hot chocolate
Thinking Skills and Personal Capabilities:
Play for pleasure and as a form of creative expression
Be willing to take on new challenges

Cross Curricular Skill:
Using Mathematics –
Identify and collect information

You can make links to:
• **Language and Literacy** by having them describe what they taste; and
• **Mathematics and Numeracy** by together recording who likes what or how many tastes are liked/disliked.
Key Question

What can I hear?

Sounds Good
Go on a “Sound Walk” with your class either inside the school if the weather is wet or outside if the weather is dry. Prepare the group before you set off by explaining the need to be silent as you walk around. Agree on a signal to stop and listen, such as a hand in the air.

No specific resources are needed, but it would be enjoyable (and reinforcing) to record sounds as you pass them using a tape recorder, mobile phone, laptop, etc.

When back in the classroom, play the sounds and see if the pupils can identify them.

You can provide your pupils with ICT experiences by recording and listening to sound effects on the computer. Sound effects are also available on the internet from www.soundrangers.com by clicking “sound effect downloads”, choosing “sounds” from the list and clicking on “demos”. You can also search sounds by typing into the search box.

You will need:
- A tape recorder/CD player
- Various picture sound lotto games available from educational catalogues or on the internet

What can I hear?
Sounds are also available on www.sounddogs.com by clicking on “Sound Effects” in the left hand column. Choose a category from a list of sounds. Click on “preview”.

**Extension activity**

Play sound lotto to identify and name familiar sounds and match these to corresponding pictures. You can also play a Bingo game using picture boards and counters.

*You can make links to:*
- **The World Around Us (Science)** using the senses; and
- **Language and Literacy** by asking your pupils to describe what they hear.
Light Fantastic
Create a multi-sensory room or corner that enables you to block out natural/artificial light. You can use a large cardboard box as an alternative. See Resource 9 for ideas on how to create this space.

Expose pupils to various sources/forms of light (for example reflective surfaces/objects; glittering surfaces; bright intense light; torch light; lasers; fluorescent materials; projected images).

Promote and develop visual tracking skills by engaging in simple visual tracking games for pupils with PMLD/limited attention span/visual impairment. See Resource 10 for suggestions.

For pupils with some verbal ability and more developed focus, promote sustained interest and concentration on visual stimuli. For example, use a laptop and a projector to project images from DVDs, the internet, PowerPoint presentations and software programmes onto a variety of items to create interesting, motivating and exciting visual stimuli.

You will need:
- Resource 9: A Multi-Sensory Environment
- Resource 10: Visual Tracking and Visual Attention
- Resource 11: Creating Visual Stimuli
  - Different sources of light
  - Visual stimuli
  - Materials to project onto
Thinking Skill and Personal Capability:
Show excitement, enjoyment and surprise in learning

Cross Curricular Skills:
Communication –
Understand non-verbal signals
Communication –
Take part in oral language activities

See Resource 11 for a range of items you could project onto to add variety and visual interest.

You can make links to:
• **Language and Literacy** by encouraging visual tracking.
Can I remember what I have seen?

**Remember Remember**

Play a visual memory game involving a collection of topic-related or interesting objects on a tray.

Begin with two objects. Pick up and describe each object, list them verbally, then hide the two objects under a cloth. Remove one object from under the cloth and encourage pupils to name the missing object. This can be done as a turn-taking activity. Ensure your non-verbal pupils can take part by using pictures of the objects.

Build up the number of objects gradually, according to the ability of pupils in the group.

Combine vision and touch by playing a game that involves identifying pictured objects by touch, see "What's In Ned's Head?" available from [www.hawkin.com](http://www.hawkin.com)

This game comes with all the equipment needed and suits non-verbal as well as verbal players.
You will need:

- A tray
- A cloth (large enough to cover tray)
- A collection of objects that belong to particular groups (for example fruit, vegetables, clothing, toys, kitchen equipment)

Play a visual odd-one-out game with objects (such as an apple, orange, banana and a spade; gloves, a hat, a scarf and a teddy bear) or by using pictures or symbols (for example colours, letters of the alphabet, shapes, sizes, topic-related pictures/words). ‘Odd-one-out’ games are also available to buy.

You can make links to:

- **Language and Literacy** by having your pupils describe what objects might feel like, name objects or use tangible letters from the alphabet or topic-related words/pictures.
To make sure the activity is a positive and safe experience, the following points should be noted:

• Never massage dry skin.
• Never massage skin with bruises or cuts.

Essential Oils

• Do not use essential oils without obtaining permission from parents first (baby oil or hand lotion are suitable alternatives).
• As some essential oils can irritate the skin or cause other health-related problems they should not be used without consultation from an aromatherapist; occupational therapists and physiotherapists may also be able to offer advice.

Massage Room

• The massage room should be warm and draught free.
• The lighting should be soft, and distracting noise should be kept to a minimum.
• In order for connections to be consolidated it may be of benefit for the massage to take place in the same area of the room each session, with the same music playing and the same scent (either in the room at large or within the massage oil) to be evident.
Hot, Cold and Warm Sets
Sort items into hot, cold and warm. Then record your findings here.
Hot, Cold and Warm Sets

Resource 2

To Be Me Feast for the Senses
Hot, Cold and Warm Sets
Play Dough Recipe

**Play Dough**

200g plain flour  
100g salt  
1 tbsp cooking oil  
2 tsp cream of tartar  
300ml water  
Extract of your choice (mint, vanilla, cinnamon, cherry, herbs, oils)  
Choice of food colouring

Mix flour, salt and cream of tartar together in a big saucepan. Add water gradually to remove lumps (Food colouring and extracts can be added to water or left to the end when you knead the dough). Put pan over a low-to-medium heat and cook, stirring constantly (It is hard work). The mixture will suddenly begin to thicken. Continue stirring until the dough becomes very stiff. Remove pan from the heat. Scrape out dough onto a smooth surface. Soak pan immediately. Knead but take care – the dough will be very hot in the centre.

Store your dough in separate airtight containers. It can be used many times.
Colour the eyes, mouth, buttons and icing. Add your own decorations.
Gingerbread Dough

**Ingredients (15-20 biscuits)**
- 350g plain flour
- 1 tsp ground ginger
- 1/2 tsp ground cloves
- 1/2 tsp ground cinnamon
- 1 tsp bicarbonate of soda
- 100g butter
- 175g soft brown sugar
- 1 egg
- 4 tbsp Golden Syrup

**Method**
1. Mix together the flour, spices and bicarbonate of soda.
2. Rub in the butter until it looks like breadcrumbs.
3. Add the sugar.
4. In a separate bowl, mix together the egg and golden syrup then add to the dry ingredients.
5. Mix together until it forms a dough. Tip out onto a clean, floured work surface and knead for a minute or two until it is smooth.
6. Pre-heat the oven to 180°C/gas mark 5.
7. Roll out the dough to the depth of a pencil (approx. 5mm) and cut out shapes with gingerbread men cutters.
8. Lay the biscuits on a greased baking tray and bake for 10–15 minutes until golden brown.
9. Leave on the baking tray until cool.

You may prefer to buy a packet mix for gingerbread men, which would have a suitable cutter inside.

Gingerbread Play Dough

**Ingredients**
- 1 cup flour
- ½ cup salt
- 2 tsp cream of tartar
- 1 cup water
- 1 tsp vegetable oil
- lots of cinnamon, allspice, ginger, nutmeg, etc.

**Method**
Mix the dry ingredients. Play with the spices until you get the scent and colour you want. Mix the water and oil together first and then add them to the dry ingredients and stir. In a pot, cook the mixture for two to three minutes, stirring frequently. The dough will start to pull away from the sides of the pan and clump together. Take the dough out of the pan and knead it until it becomes soft and smooth. Allow to cool and store in an airtight container.
Sweet, Salty, Sour and Bitter Sets

Resource 6

To Be Me Feast for the Senses
Sweet, Salty, Sour and Bitter Sets

salty
bitter
Non-Verbal Taste Responses

Below is a list of positive and negative responses you may see your non-verbal pupils exhibit during the taste activity.

Refer to CCEA’s Quest For Learning.

**Rejection**
- moves away from taste
- spits out
- pushes out with tongue
- pushes out with teeth
- cries
- startles
- stills
- widens eyes
- shudders
- opens mouth wide
- moves tongue
- moves teeth
- closes mouth
- grimaces

**Acceptance**
- moves towards the taste
- swallows
- moves head
- moves lips
- moves tongue
- moves mouth
- moves tongue against teeth
- moves tongue around inside of mouth
- facial expressions change
- gurgles
- licks lips
- moves arms/legs
Like/Don’t Like
Record your pupils’ taste preferences here. List their likes/dislikes from your tasting activity and/or assist them with pasting the food images provided into the relevant column.

<table>
<thead>
<tr>
<th>Like</th>
<th>Don’t like</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="I like" /></td>
<td><img src="image2" alt="I don’t like" /></td>
</tr>
</tbody>
</table>
In order to limit distractions when presenting pupils with visual stimuli, it may be best to conduct such activities within a multi-sensory environment. A multi-sensory environment/space can be fashioned in a variety of different ways including a:

- large cardboard box and a torch;
- soft playroom;
- quiet room;
- dark room – in such a room it is advisable to start with the room being empty and to bring in visual stimulii gradually;
- white room – white floors and walls;
- relaxation room; and
- interactive room – where pupils can access all equipment by the pupils and they can make choices as to which equipment they want to use.

**Tips:**

- Ensure that the room is easily accessible.
- If painting a room, use a matt or egg-shell finish.
- For blackout material use dark green instead of black.
- Have a fan in the room.
- Ensure that lighting is soft.
- Don’t overload the walls and ceilings with mobiles and pictures.
### Horizontal Tracking:
Place object near your pupil’s eye level until he/she fixates. Then move the object from side to side.
*Suggested resources* – torches, lights, balloons, pull-along toys, finger puppets, bubbles, radio-controlled car.

### Disappearance of a slowly moving object:
Make toys slowly disappear behind your back or below a table.
*Suggested resources* – hand puppet.

### Vertical Tracking:
As above with up and down movements.
*Suggested resources* – yo-yo, puppet on a stick, kites, marble runs, bouncing toys, toys on a string, ribbon.

### Partial hiding:
Partially hide toys, puppets, etc. behind curtains, pieces of furniture. Cover your face with cloth, net, etc. and appear again.

### Circular Tracking:
Move object in a slow circle of about one metre.
*Suggested resources* – a variety of objects suggested above.

### Finding a hidden object:
Play a peek-a-boo type game with various objects that can disappear behind your back, in a pocket or up a sleeve.

### Irregular Tracking:
Move object in slow curves and angular movements for about 10 seconds.
*Suggested resources* – a variety of objects as suggested above.

### Tracking at an increased distance:
Make use of the objects used for tracking as mentioned above.
### White Umbrella:
Open a white umbrella and place it on the floor. Sit 1–3 pupils on the floor facing the inside of the umbrella. Place a projector on the floor at the rear of the umbrella and project images onto it. This activity works particularly well when projecting favourite DVDs onto the umbrella, as it forms a highly visual, concave cinema screen.

### White Net:
Gather a few meters of plain white net. This can be purchased at a local fabric shop. Place the net in a pile on the floor. Use a projector and projector wheel to project onto the net. This activity is particularly effective using coloured wheels to create a magical effect.

### Mosquito Net:
Hang a white mosquito net from a hook on the ceiling. Allow pupils to sit inside the net. Project images onto the net for a highly visual experience.

### White Sheet:
Hang a white sheet onto a wall or drape over furniture within the classroom and project images onto it.

### White Net Laundry Bin:
These can be purchased relatively inexpensively from discount shops. Use a laptop and projector or a multi-sensory projector and projector wheels to project images onto the net bin.

This is great fun when using with topics such as “Under the Sea”. Pupils can hang seaweed, shells and fish inside the basket and project sea-like images onto it to produce a lovely 3D underwater scene (for example, project the “Finding Nemo” film onto the net bin.)