

Early Development

# **Sensory Story: I'm going to the hairdressers!**

Community Living



# Teacher notes: 'I'm going to the hairdressers!'

Learning intention: To develop a positive association with going to the hairdressers, while interacting with the different sensory stimuli.

1. Get the items for the story ready in advance.
  - If you don't have a particular prop or object feel free to use something different.
2. Tell the story.
  - Read the story in an exciting way, focusing on your learner and allowing moments to pause, listening for when they can communicate and interact with you.



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3. Take photos or videos of your learner.
  - Over time this is a great way to assess your learner's engagement with different activities and stimuli.
4. Celebrate your learner's engagement with the activity with a song they enjoy or repeat the theme song.

## Resources needed:

- A mirror,
- A spray bottle with warm water,
- Scissors,
- A camera phone,
- A comb,
- Some string,
- An apron
- A magazine/picture book
- Some money



## Lesson stages

1. Read the story
2. Explore the items
3. Sing
4. Help tidy up

1. Read story



2. Explore items



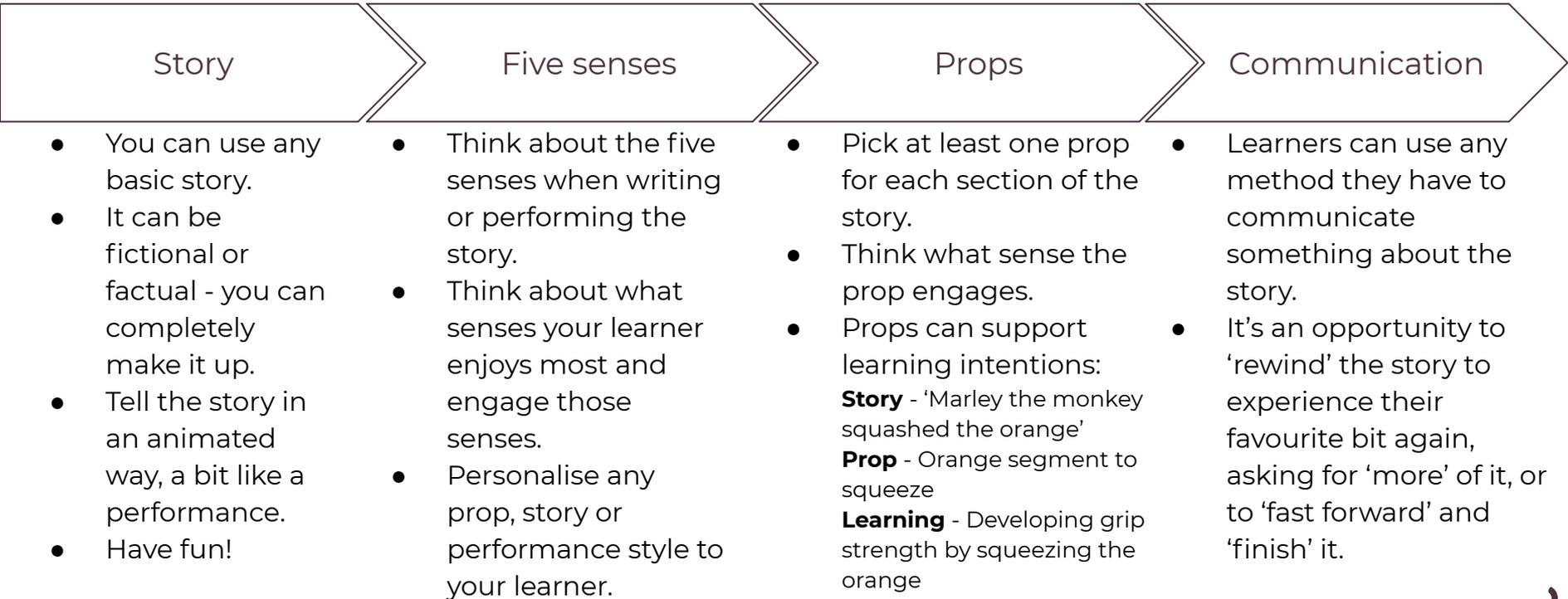
3. Sing



4. Help tidy up



# What is a sensory story?



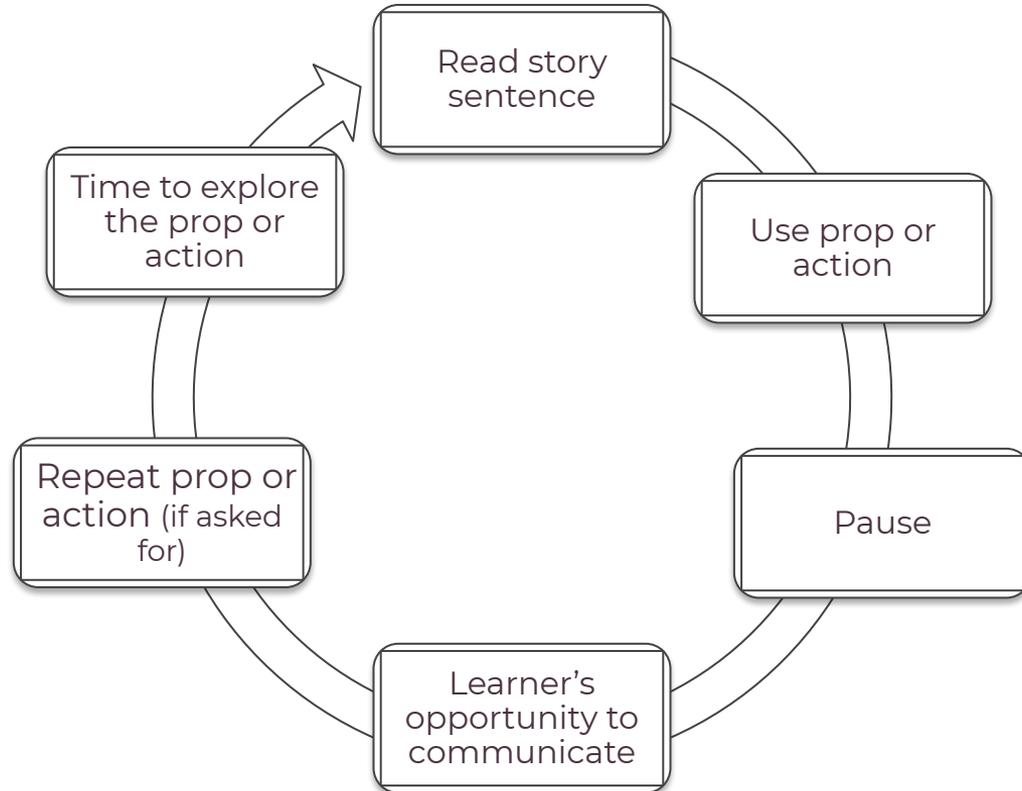
# How to tell a sensory story

- First, read through the story yourself
- Can you create a before and after experience to give the story context?
- Tell your learner that you are going to read a story
- Begin the story with the theme song
- Read each sentence clearly following the script on the slides
- Follow your learners lead - see previous slide
- Let your learner explore the props for as long as they need
- Emphasise each new sentence (using your voice or an instrument) - imagine this is the equivalent of turning a page in a book
- At the end of the story repeat the theme song



# Promoting Communication

Here are some ideas to consider when developing your learner's communication



# Song lyrics

## Hair Shop theme song

At (insert their name)'s happy hair  
shop we all love to see  
Your hair looking as beautiful as can  
be  
When the customer arrives and  
makes the doorbell ring  
We reach for the shampoo and we  
start to sing  
Wishy washy wishy washy, WHOOSH  
WHOOSH  
Wishy washy wishy washy, WHOOSH  
WHOOSH

## 'When I look in the mirror'

When I look in the mirror,  
Who do I see?  
I see a little face,  
And that face belongs to  
me!  
To \_\_\_\_\_, to \_\_\_\_\_,  
The face belongs to me!  
To \_\_\_\_\_, to \_\_\_\_\_,  
That's the face I see!



# Tell the story:

## I'm going to the hairdressers! – Part 1

<u>Story script</u>	<u>Actions</u>	<u>Props</u>	<u>Song</u>
<b>One day _____(use your child's name) went to the hairdressers.</b>	<b>Photo of your child on phone, or device.</b>  <b>Sing 'Hair Shop' theme song.</b>	Camera phone	<b>'Hair Shop'</b> See lyrics on slide 8. The support video is on slide 10 of the worksheet.
<b>You sat with a magazine and waited.</b>	<b>Magazine/Comic – Look through photos and ask questions about them; flick through magazine to generate a breeze.</b>	Magazine / book	



# Tell the story:

## I'm going to the hairdressers! – Part 2

<u>Story script</u>	<u>Actions</u>	<u>Props</u>	<u>Song</u>
<b>The happy hairdresser put on your apron!</b>	<b>Create some wind in a fun way with the apron before putting it on your child</b>	Apron	
<b>You looked in the mirror... and what did you see?</b>	<b>Mirror – sing 'When I look in the mirror' song</b>	Mirror	<b>'When I look in the mirror'</b> See lyrics on slide 8. The support video is on slide 11 of the worksheet.



# Tell the story:

## I'm going to the hairdressers! – Part 3

<u>Story script</u>	<u>Actions</u>	<u>Props</u>	<u>Song</u>
<b>Then the nice hairdresser sprayed your hair with water.</b>	<b>Use the spray bottle with warm water in to spray their hair. Say 'Ready...steady...go!' before spraying their hair.</b>	Spray bottle with water	
<b>Then it was time for the happy hairdresser to cut your hair.</b>	<b>Cut bits of string and let them fall on your child's face or body. They can follow the movement with their eyes and feel the soft string on their skin.</b>	Scissors and string	



# Tell the story:

## I'm going to the hairdressers! – Part 4

<u>Story script</u>	<u>Actions</u>	<u>Props</u>	<u>Song</u>
<b>The kind hairdresser then combed your hair. Softly, softly combed your hair.</b>	<b>Gently move a comb through your child's hair.</b>	Comb	See the support video on slide 12 of the worksheet.
<b>'I love my haircut' you thought, now it's time to pay the kind hairdresser!</b>	<b>Shake the coins in your hands, and pass them to your child.</b>  <b>Sing 'Hair Shop' theme song.</b>	Money	<b>'Hair Shop'</b> See lyrics on slide 8. The support video is on slide 10 of the worksheet.



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## Make it easier

### Split up the story:

Enjoy one section of the hairdressing activity per day. E.g.: have a whole day engaging with mirror games, songs and activities, or supervise cutting different textures or objects with scissors to experience how different their properties are.

## Make it harder

### Hair lengths:

Can children cut hair on the paper / string / doll shorter or longer when given that instruction? Adult supervision is required.

## More ideas

### Different jobs:

Can families experience different jobs in this sensory / role play way? E.g.: bus driver, train driver, police officer, doctor, dentist, shopkeeper, etc.



# Further learning with Oak National

Early Development:

- Independent Living
- Communication and Language
- Physical Development - Sensory Circuits

