



All About My Senses – Touch

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All proceeds from the sale of this item are used to further the work of The Makaton Charity in support of people living with communication or learning difficulties. For further information about our work please see our website www.makaton.org.

Acknowledgements

The Makaton Charity is enormously grateful to the many people who have contributed in a wide variety of ways to the development and production of these materials.

This resource draws on activities published in the following Makaton resources available from The Makaton Charity online shop:

- Makaton Make and Do Book
- Makaton Book of Games

About this Download

This All About My Senses Activity Pack for the sense Touch, has been designed for use as part of The Communication Trust's 'No Pens Day Wednesday' initiative. It is designed for Primary school aged children who have speech, language and communication needs (SLCN).

Some children have SLCN that can impact on their ability to listen, understand and express themselves. The activities in this pack are designed to support these three areas of communication using Makaton symbols and signs. Symbols and signs are provided to help you to use Makaton with the activities, however it is assumed that you already have a basic knowledge of the Makaton Core Vocabulary symbols and signs, the starting vocabulary of the Makaton Language Programme. If you would like more information about learning and using Makaton with your pupils, please contact

the Charity direct at www.makaton.org or tel 01276 606760.

The Communication Trust has provided a range of resources to support the 'No Pens Day Wednesday' initiative. However, to help you to use the content of this download for best communicative outcomes for your pupils, we recommend that you use this material as part of your programme to develop and support communication friendly environments and language-rich classrooms (refer to the 2012 Better Communication Research Programme: Communication Supporting Classroom Observation Tool (www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf)). Make a record of the progress and outcomes you achieve and record them in the Communication Trust What Works database at www.whatworks.org.

For more activities about senses visit www.makaton.org/senses.

About the Makaton Programme

Makaton is a unique language programme which uses signs, symbols and speech to enable people to communicate. It supports the development of essential communication skills such as attention, listening, comprehension, recall and organisation of language and expression.

Makaton is used by children and adults with a variety of communication and learning difficulties. It is used extensively all over

the UK in pre-schools, schools, centres, hospitals and clinics, and in the homes of people with communication and learning difficulties, and has been adapted for use in over 50 countries.

In addition to the children and adults with communication and learning difficulties and the community around them – for example, teachers, health professionals, friends, public service bodies etc. Makaton is increasingly used by the general public to aid

communication. Makaton has been shown to be useful for all sorts of people including those who struggle with understanding concepts, those who have poor literacy skills, including grammatical knowledge, and those with English as an Additional Language. By using Makaton, children and adults can take a more active part in life, because communication and language are key to everything we do and learn.

The Makaton symbols and signs are used with speech, the written word or on their own. They provide a visual representation of

language which increases understanding and makes expressive communication easier.

This multi-modal approach, where one mode facilitates another, has been shown to increase opportunities for personal expression and development, participation in interaction and socialisation and to increase access to education, training and public information.

About the Makaton Charity

The Makaton Charity exists to ensure that all people living with learning and/ or communication disabilities have the tools and resources to communicate. Our vision is a world in which all people with learning or communication difficulties can communicate.

The Makaton Charity:

- provides training for parents, carers, and professionals;
- develops and produces printed and electronic resources;
- works with others to make their information accessible;
- provides advice and support to families and professionals;
- works in partnership to influence society and empower people.

Through our national network of over 1,000 licensed Makaton tutors and trainers, over 30,000 parents, carers and professionals receive Makaton training each year. Our cascade approach enables us to share knowledge and offers a sustainable model for empowering others to improve communication for all.

How to Use this Download

Makaton is proven to provide support for the development of fundamental communication skills in the very early years, as well as development of broader communication and language skills for older children and young people. Using Makaton ensures that provision can be matched to the child's identified SEN.

Makaton makes a positive contribution to the development of communication, language and social/ learning skills. This includes pre-verbal skills, attention and listening, parent child interaction, social skills, understanding, expression and vocabulary. Using Makaton helps children and young people to enjoy communicating, improve relationships, be included, increase confidence and independence, improve behaviour, and also increases parent and practitioner skills.

The activities in this All About My Senses Download resource are based on two Makaton publications available from The Makaton Charity - Makaton Make and Do Book and the Makaton Book of Games. The books give ideas for games and activities to help people use Makaton informally and spontaneously. Remember that all the activities should be enjoyable for everyone taking part.

The activities will:

- Enable players to take part in speaking and listening activities using signs and symbols.
- Give fun opportunities to practise signs and symbols that have been taught formally and reinforce the understanding and expression of the signs and symbols.

- Provide a social situation when signs can be used with meaning.
- Help to generalise the practical use of signs and symbols in many situations.
- Help to develop many language skills, such as concentrating, listening, taking turns and remembering.
- Make using signs and symbols an enjoyable experience.

The activities cover a wide ability range using a variety of material so you should be able to devise something that suits children's ages and skills as you use the material.

If you are not familiar with Makaton you will find it helpful to attend a Makaton workshop. This will help you to know how to use Makaton yourself and how to apply it in your environment for the benefit of the children you work with. It will also help you to understand how best to adapt your communication to meet the needs of the children.

These are some useful hints and tips to help you:

- Easy games and activities only use a single idea so when the player can manage them, choose something that uses two ideas.
- Be careful not to make the activity too hard. Having too many steps before completing your turn, or needing several language skills at once may put some activities out of reach in the beginning.

- If a particular game activity does not work, look for something simpler that needs fewer skills.
- Use “Again” and “More” to help players ask to repeat an enjoyable activity, or to have a second attempt at something they have found difficult.
- Don’t forget to repeat (read back) in speech and sign something that has been communicated to you so that the player knows you have understood and that their communication has been successful.
- Repetition reinforces the sign.

Important things of which to be aware:

Prior to playing these games, we encourage you to look into the specific needs of your players with regard to:

- Food or other allergies.
- Sensory issues.
- Particular things that your players may find frightening.

In the communication friendly classroom:

- Draw the players’s attention by speaking their name whilst finger spelling the first letter of their name.
- Use Makaton symbols and signs, pictures and real objects to reinforce language.
- Use symbols and signs for familiar and unfamiliar actions, objects or abstract concepts (for example, feelings).
- Using Makaton helps to slow down your speech and pause to give children plenty of time to process what you are saying. Allow the players sufficient time to respond.

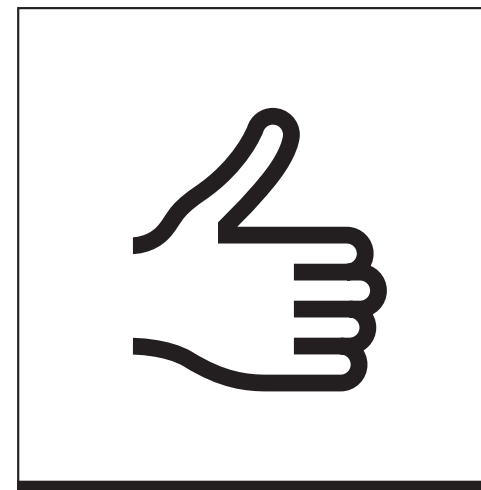
- Take turns to allow the players to actively participate and lead the conversation, using symbols and signs.
- Make sure you give the players opportunities to demonstrate and confirm their understanding.
- Support language development by using the sign to match the symbol that a player may offer you as a communication.
- Comment on what is happening or what players are doing using signs and symbols.
- Extend the player’s language carefully using a small amount of grammatical structure or use different contexts to extend understanding of meaning.
- Encourage players to use new words in their own talking/ signing/ symbol use.
- Model language that the players are not producing yet.
- Consider how you might keep the conversation going, with comments, open questions and “tell me ...”.
- Use symbols and items in the classroom displays that invite comments from players and label the environment, learning resources and materials with symbols and words.
- Support players to make choices with Makaton symbol and sign choiceboards.
- Have an appropriate range of fiction and non-fiction books available that have been made accessible using Makaton symbols and signs (for example, traditional stories, a variety of genres and topics related to player’s own experiences and interests).
- Use games, songs and other activities suitably adapted and supported with Makaton symbols and signs to encourage participation, understanding and expression.

- Ensure players have opportunities to engage in structured and unstructured conversations using Makaton symbols and signs, with adults and peers, individually and in small groups.
- Using Makaton can bring players of all abilities together. There are more opportunities to join in. For example, for players who have difficulties vocalising, there are other ways for them to join in using symbols, choosing who's next, directing the music, handling props, choosing what to do, etc.
- Use Makaton at the same time as you may be using other language development programmes and activities such as Hanen, Derbyshire Language Scheme, PECS, TEACCH etc. Makaton blends in easily and makes a valuable contribution.

For more information about Makaton training and resources see the Makaton website at www.makaton.org.

Above all, when using Makaton, remember:

- Using Makaton is fun!
- Use signs and symbols as much and as often as you can.
- Always speak as you sign or use symbols.
- Offer lots of encouragement.
- Use signs and symbols to give praise to children for listening, speaking, signing, using symbols and any other form of communication.
- Don't give up! It may take a while but it is worth it in the end.



Good

Tip: Cut out this symbol for '**Good**' to use when giving encouragement. Speak and sign '**Good**' or '**Well Done**'.

All About My Senses Download Activities

When thinking about planning to use Makaton in your classroom, there are a few specific areas from the 2012 BCRP Communication Supporting Classroom Observation Tool that are ideal when beginning to introduce Makaton symbols and signs and which

will help you to introduce and use the vocabulary through various activities, to extend their use within your own interactions with the players, and to encourage interactions between peers within small groups and pairs.

Download Activities

Learning new vocabulary

What does it feel like?
What does it taste like?
What's that sound?
I can watch
What's missing?



Re-enforcement of vocabulary

Songs
Stories
Sensory Corner Wall Chart
Hunt the...



Extending vocabulary use

- Conversational/ discussion suggestions within this download
- Conversational group and pair work specified in Communication Supporting Classroom Tool
- Role Exchange



Communication Supporting Classroom Observation Tool

Section: Language Learning Environment

Points: 3, 6, 12 and 14 can all be achieved using Makaton Core Vocabulary and the subject specific vocabulary in this download.

Section: Language Learning Interactions

Points: 1-11 and 17 can all be achieved using Makaton Core Vocabulary and the subject specific vocabulary in this download.

Section: Language Learning Opportunities

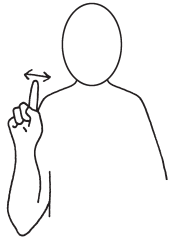
Points: 3-5 can all be achieved using Makaton Core Vocabulary and the subject specific vocabulary in this download.

Section: Language Learning Interactions

Points: 12, 13 and 18 can all be achieved using Makaton Core Vocabulary and the subject specific vocabulary in this download.

I Can Touch

1. What does it feel like?



What?

- 1a. Make a game by providing a variety of textures to feel in trays, e.g. ice cubes, cold cooked spaghetti, sandpaper, fur etc. Start by feeling the contents yourself to show everyone how to play. If the person can't yet ask, ask the question below yourself and then answer it. This will reduce the pressure and provide a model.

What does it **feel** like? **This feels...** (texture)

Show a symbol and sign with speech, to describe the texture.

The players can then take a turn to feel the contents and describe how it feels.

- 1b. Indicate another tray and use Makaton to say, "**feel this**". The Players can enjoy 'feeling' the contents in pairs or small groups and working together. Players can take turns to ask the questions whilst others reply with the description.

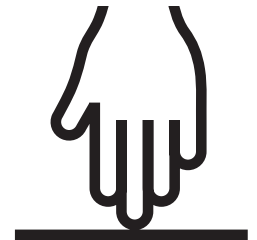
Tip: See page 9 for texture vocabulary.



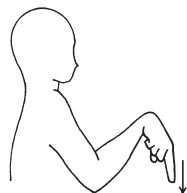
What?



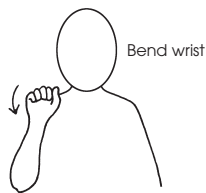
To Feel (to touch)



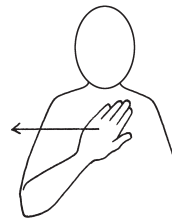
To Feel (to touch)



This



Yes



No



Yes

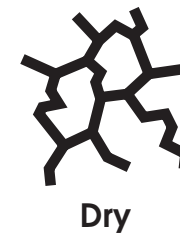
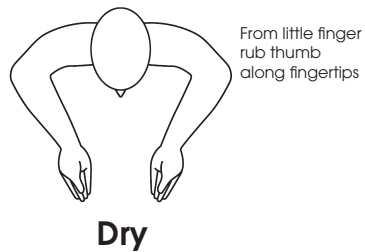
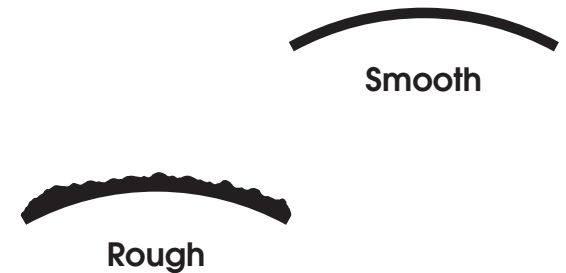
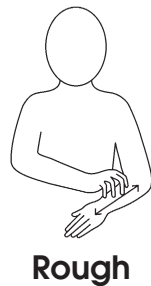
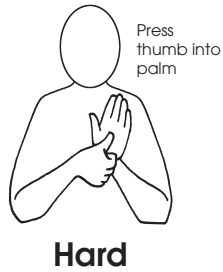
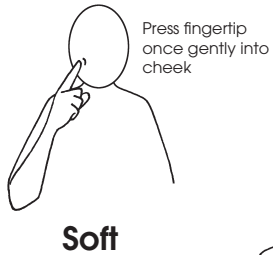


No



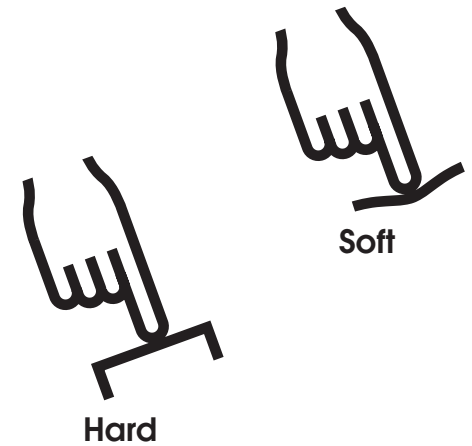
This

I Can Touch

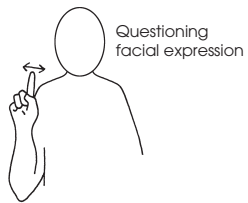


- 1c. Once players are consistent in describing textures correctly, a little more fun can be added, by offering either the right or wrong answer as you are feeling particular content, for example, feel the content from a tray that is 'rough' and with a questioning face say, "I **think this feels smooth**" (use facial expression to show that you are not sure). Then ask "Is **this smooth**?" Take the opportunity to model the answer "**No!**" then offer the right answer ... "it's **rough**".

Tip: Begin with either one, or two textures. Players may benefit from learning to describe textures in pairs or opposites such as **soft** and **hard**, **smooth** and **rough** or **wet** and **dry**.



Useful Phrases



Questioning facial expression



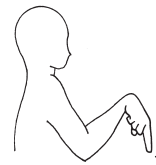
Fingers touch palm gently

What does it **feel** like?



Fingers touch palm gently

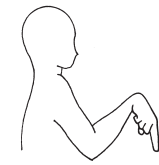
Feel



this.



I think



this



Fingers touch palm gently

feels



Press thumb into palm

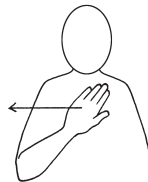
hard.



Is this



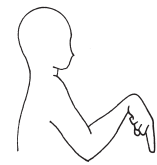
smooth ?



No !



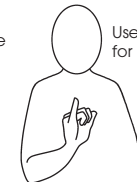
It's rough !



This one tastes



Index finger taps bottom lip twice with appropriate facial expression



Use both hands for 'Very Bad'

horrible.



Which one tastes



Index finger taps bottom lip twice with appropriate facial expression

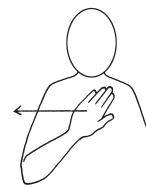


Run thumb across upper lip

nice ?



I



don't like



Pat chest gently

Hand moves slightly to the side - thumb and fingertips come together



the lemon juice.

NB: Sign "I don't like the lemon juice" for those who require less signs.