

Resource 7: Step Back in Time through the Decades

Sensory item – Small hula hoop covered in tinsel or glitter or with bells attached (1950s trend)

Sensory Activities

Give your learners time to explore the hula hoop with their eyes, hands and other parts of their bodies. Draw their attention to the sounds. Does it fit over the learner's head, arm, leg or whole body? Talk to your learners about the different parts of their bodies. Ask a member of staff to demonstrate how to use a hula hoop.

Sensory item – Music by The Beatles on a recordable device (music from the 1960s)

Sensory Activities

Play a piece of music by The Beatles. Look for changes in each learner's movement, eyes, face or breathing. Does the learner show a preference for a particular Beatles song?

Sensory item – Floral aromatherapy oil on silk flowers (Flower Power 1960s)

Sensory Activities

Give your learners a selection of coloured silk flowers and add some perfume or essential oil.

Sensory item – Night Fever music and disco ball (Saturday Night Fever 1970s)

Sensory Activities

Give each learner an opportunity to look at the disco ball in a darkened room. You could attach a switch to the disco ball to give the learner more control and develop cause and effect.

Sensory item – White glove (Michael Jackson 1980s)

Sensory Activities

Encourage either a learner or a member of staff to wear a white glove. Use ultraviolet lights in a darkened room to enhance the visual effect.

Sensory item – Deely boppers (headband from 1980s and again in 2000s)

Sensory Activities

Position a mirror in front of each learner and encourage them to try on the deely boppers. You and the staff can try them on too and observe your learners' reactions.

Sensory item – Fluorescent leg warmers (1980s trend)

Sensory Activities

Try the legwarmers on your learners' arms and legs. Darken the room and switch on the ultraviolet lights to enhance the visual effect.

CD or several made into a mobile (1990s – present)

Sensory Activities

Hold the CD mobile at different angles to your learners to see if they reach out, track or respond to any movement or noise it makes as you move it.