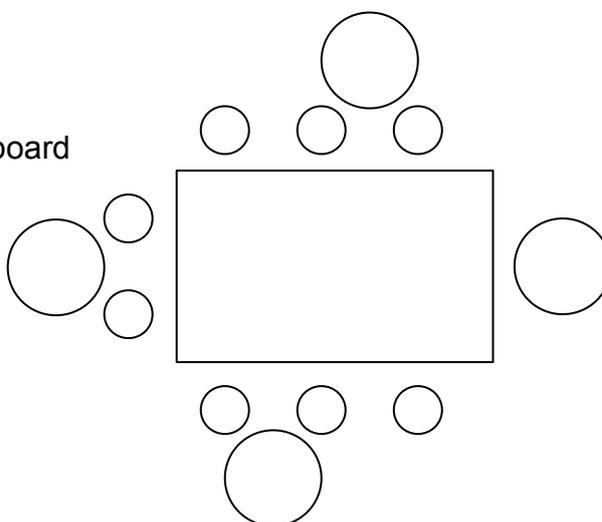


Clonker Board Activities Led by Naomi Rosenberg

Up to 8 children sit round board
adult leader on one end.

Other adults supporting
Children from behind



1. Intro: (Skip to my Lou)

Samantha can pat the board
Samantha can pat the board
Samantha can pat the board
Lets pat the board together

Pat out rhythm of the verse.

Each child can have a turn.

2. Hello song – quick version

Hello John, hello, Hello Isabel, hello, Hello Mark, hello, Hello, hello.

Children take off shoes and socks and put feet on board.

3. Feeling different sounds

Tune: Polly put the kettle on
1 or 2 children lie on board

Pat Pat the clonker board x3
Now lets pat Charlie (or 'you' if more than one)

Stroke Stroke the Clonker Board x3
Now lets stroke Tom

Pitter Patter the Clonker Board x3
lets pitter patter Callum

Scatch scratch the Clonker Board x3
Now lets tickle Shakira

4. **Name race** using syllables of children's names
Start slow and get faster and faster. Stop. Silence. Then next name.

Chants:

5. **We've got the rhythm**, we've got the beat
We're gonna pass that rhythm to everyone we meet.
Harry's got the rhythm, Harry's got the beat.
He's gonna pass that rhythm to everyone he meets

6. **School chant.** Insert name of school or group
Call and response. Each line called and patted, everyone repeat.

We are here to have some fun
Our nursery is number one
We're cool kids and on the ball
Nursery kids can stretch up tall
Sing, Hey ho, the(insert name) shout
We're having fun so just watch out
Sing, Hey ho the(insert name)beat
Stretch down low and touch your feet.

7. Dressing for cold weather chant:

I saw this being done with a group of older PMLD children and they loved it:
Materials – woolly hats, scarves, mittens, jackets.
Sit round board and bang board to the rhythm:

It's cold in the winter, it's cold X3
That's why we wear ahat
Help children put on hats
Repeat for rest of clothes and go outside to play or walk.
Do you want rain – pitter patter
Or do you want thunder- bang
Look for their responses to each and choose their most positive response.
Give a short burst. Encourage child to request more, or to say/sign/indicate
'stop'.repetitive line to pat out. At the end of the story blow bubbles

8.Turn-taking games

Spin the bottle on the board, see where it points. Adapt Mexican hat song
Child puts on hat and dances while everyone sings and pats the board. The
bottle should make a nice noise as it spins. A big tin lid with an arrow stuck on
it works well too. This is a great game for sharing any new toy or experience,
giving some excitement as to whose turn it will be.

9. Use toys on board:

Roll cars, trains to each other

Wind-up toys

Remote control toys

Vibrating toys like kissing pig and spiders

10. Incie Wincey Spider

Children have their ear on the board

Tell the rhyme, gently scratching for the spider, pitter pattering for the rain, swooshing for washing Incie out, smoothing for the drying sun and then a vibrating spider is placed on the board and makes a nice rumble. Then all the children can have a turn pulling the string and feeling the spider. Or disguise a remote-control car with a cloth and a plastic spider attached with a rubber band. Make it go fast and slow. Ask who would like to see him and steer it to the first child to move or vocalise

11. Turn board up-side-down and use as giant tray to roll balls, marbles, oranges.

12. Sensory exploration – using the board as a big tray.

Fill it with autumn leaves, fir cones, Christmas baubles...

13. Put CD player or speaker on the board. Play music with a strong beat. Children lie on the board and can listen and feel the vibrations of the music. Attach a microphone. Now your voice can be felt as vibration

14. Using the board with one child in the early stages

Here is a progression of exercises that can build gradually. Don't rush. Each bullet point is a whole session

- Lie on board with a string of beads or bells

Children with complex needs are not always aware of the sum of their parts or the extremities of their bodies. Place strings of beads over arms and legs.

Stand back and let the child explore.

As the child lies on the board she plays and moves the beads, the noise and feeling of the action can be heard and felt. After repeated sessions he will come to realise that his movements are producing the sounds and sensations and his movements become intentional to repeat the feedback.

- Place several objects around the child but within reach. Use objects that will make a noise like a brick, whisk, spoon. Lightweight objects such as cuddly toys, balls that will roll off are **not** suitable.
- Use a vibrating toy – let the child explore it, then place it on the board. Move it to different areas of the board so the child can locate it.
- Put cushions round the board and introduce one of those vibrating wobbly balls that moves itself.
- Gently pitter patter near the child's head. Gradually move the sound to the perimeter of the board and then move it back again. Move it slowly

round the child's body and back again. Allow the pitter pattering to 'discover' a hand/foot/ear etc

- Introduce a rhythm to the pitter patter. Repeat the last activity using *daruum silence*, *daruum silence*. Keep this rhythm, pace and intensity throughout the whole session.
- Repeat but use a different rhythm.
- Repeat the last 3 but now use your hand to pat the board. This is quite a different experience to pitter pattering.
- Repeat keeping your nails on the board
- Experiment with the variety of sensations. Does the child indicate any preference?
- Explore different intensities of sound building up to a loud sound and then quietening to silence. Remember to move from the child's body outwards then back again – around the child's body.
- The Rumble – get eye contact if possible. 'Shh' –finger to mouth. 'Ready' –plus sign. Build up the sounds quietly, building to loud bangs. Say 'Stop'. Lift up hands to indicate the end and allow a few moments to experience silence. Let the child have the opportunity to ask for more.
- Copy the child if she taps
- See if the child will copy your taps
- Tap board 3 times and say 'I can see' - Silence-tap twice-Ethan. Repeat many times. Then pat 3 times, say 'I can see' – then WAIT. Does the child touch, tap, vocalise? Does the child move a little? If so take this to mean you continue – tap twice and say 'Ethan'.
- Build on this working towards vocalising before you continue.
- Child has feet on board holding one end of rope. You are on the opposite side holding the other end. Encourage them to lift the rope up and down, clanking it on the board, pulling it to and fro and snaking it from side to side.

Resonance board and the curriculum.

15. Science or geography.

Thinking about water. Place a clear washing up bowl on the board. Have a jug of coloured water. Clue children in. Pour water from a great height into the bowl. What did it sound / feel like?. Explore pouring the water from different heights – does it feel and sound different. Experiment with different colours, pouring say yellow water into blue to make green.

16. Considering the concept of soft and hard. Have a collection of objects such as a wooden spoon, a metal spoon, a cuddly toy etc. Drop the objects from a height. Which make a sound or do nothing. Which are loud and which are quiet. Some children may be able to predict. Extend by scraping or rolling objects across the board.

17. Numeracy

How many taps am I doing ? Can you copy? Listen / feel the bricks dropping on the board- 1.2.3. Count them after each sound.

Drop 2 bricks on the board. How many bricks on the board? Let's drop another one. How many bricks on the board now? Let's drop them all again and count – 1.2.3. Can we tap 3 times on the board?

Literacy

18. The Big Red Bath

This story is good for using the board for the sound effects and also has a repetitive line to beat out. Each time the repetitive line comes, pat out on the board

Other stories 'I want my potty', Little Red Hen, Farmer Duck, Goldilocks, Bear Hunt, Billy Goats Gruff, Pig in the Pond... anything that has a repetitive line or needs noisy sound effects.

Songs: Any nursery rhyme - Twinkle twinkle, Baa Baa black sheep, Horsey horsey don't you stop.

Tap the drum, tap the drum, tap the drum like me. Scrape the drum..., Pitter-patter the drum.... (or board),

.....(name) can play on the big base drum and this is the way she does it... but sing Clonker board instead of drum.

19. I Hear Thunder, talk and sign about the weather.

Sing song but after each line leave a second break and then bang the board for thunder and pitter patter the board for rain.

Then invite individuals to sit or lie on board and ask:

Do you want rain – pitter patter

Or do you want thunder- bang

Look for their responses to each and choose their most positive response.

Give a short burst. Encourage child to request more, or to say/sign/indicate 'stop'. repetitive line to pat out. At the end of the story blow bubbles

20. Gingerbread Man

Tell a multi-sensory story.

Materials: a piece of root ginger to feel and smell and a grater.

Playdough coloured with turmeric little rolling pin and man cutter and baking tray.

A fox puppet and a gingerbread man

Real gingerbread men that the children can eat afterwards.

Tell the story of the old woman feeling hungry, get suggestions what she could cook. Let the children help her make the gingerbread men from playdough .

When 'baked' out jumps the real cooked gingerbread man and runs off.

'Run, run as fast as you can, you can't catch me I'm the gingerbread man.'

Even if the children can't understand the words, they can get swept up in the excitement of the rhythm.

Then he can meet a few animals on route – use Makaton, animal noises (can be put on switches). I don't bother with the farmer.

When he get to the river he meets the fox. Use the board as the river to swim across. As the fox sinks and the gingerbread man has to move up his body, tap the appropriate part of the child's body, back, shoulders, head, nose.

21. Use instruments on the board

Drum, autoharp, croaky wooden frog

The Clonker board is infinitely adaptable so use it to develop your own ideas.

Activity in groups of three:

22. Give each group a slip of paper with an activity:

Make up a song or chant about digging the garden/ going swimming/ favourite foods

Do a sports commentary

Make up a story called 'I lost my mummy and it really isn't funny'

Finishing the session, encouraging vocalisation. Tap board to this rhythm:

'Bang, bang, bangbangbangbang bang bang bang - 'Lets go!'. Work towards leaving a space for the children to vocalise 'lets go'.

E mail me with your ideas – newrose@blueyonder.co.uk.

Contact me if you would like a Clonker board workshop for your class.

Naomi Rosenberg - Teacher for deaf children with complex needs, Sensory Education Consultant, Initiator of Dance Massage. 2010.

With acknowledgements and thanks for sharing to Bronwen Campbell, Becky Rollings, Sharon Degg and Flo Longhorn, Lili Nielson, Hilary Warner and Bobby Stormont Gill Scutt and Katie Ackerman.