


Stroke The Feather Gently

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Slowly, smoothly  round 108

Stro ke the feath - er gent - ly slow - ly and gent - ly

9 Stro ke the feath - er gent - ly Stroke stro - ke stroke

Verse 1

Stroke the feather gently
Slowly and gently
Stroke the feather gently
Stroke, stroke, stroke

Verse 2

Blow the feather gently
Slowly and gently
Blow the feather gently
Blow, blow, blow

More Verses !

Wave the feather gently

Drop the feather gently

Touch the feather gently

You'll need a feather for this one - the larger and softer the better
A brightly coloured ostrich feather is ideal

Perhaps stroke the feather over a face or hand of a member of the group
Try singing verse 1 and stopping, then asking that person for a signal to repeat

Progress to verse 2 or make up additional verses - some ideas given



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Verse 1

STROKE the feather gently

Slowly and gently

STROKE the feather gently

STROKE, STROKE, STROKE

Try stroking a large coloured ostrich the feather over a member of the group

Perhaps sing the 4 line verse and then stop, asking that person for a signal to repeat

*Try replacing the word Stroke (underlined) with other action words like **Blow, Wave, Drop or Touch***

Stroke the feather gently

Some suggestions on how to use this song

This song was made specifically to encourage early AAC voice output switch users to enjoy switch activity and interaction. It is best sung with just one individual.

Record the first line of the song onto the voice output switch.

Keep the feather underneath the tray or table. When the learner activates the switch and sings the first line, bring the feather into view and enable him/her to feel it and enjoy the slow movement through the air. Then you sing the rest of the song, slowly, warmly and interactively.

The song is deliberately short, and when it ends, hide the feather away again. Then look expectantly at the learner and wait for him/her to activate the switch again.

I have found that learners are motivated to activate their switches many times in order for this song to continue.

I have acquired a large yellow ostrich feather which most learners like to look at, feel and touch. Ostrich feathers are also surprisingly strong and not many bits get pulled off! If you are using a real feather, please check that learners do not have an allergy to feathers. This song can be flexible – you can alter the words to suit whatever items you have e.g. Stroke the doll's hair gently

Touch the wind chimes gently

Attach a switch cap picture to the voice output switch; a photo, a drawing or a symbol.

I also often place a large A5 or A4 symbol upright behind the switch, to give the learner more information about where the switch is. This can be supported on a foam wedge or a Maxess wedge.

This 'formula' for a song works well with all sort of items, though you need to make up new words for the items you have available (e.g. rainstick, ocean drum, squeaky toys), and new simple tunes to give the right feel.

Notes written by Shan Graebe

Speech & Language Therapist

Stroke the feather

The P levels are performance descriptions that outline early learning and attainment before Level 1 (KS1) in eight levels. These are used in the same way as the National Curriculum level descriptions and run alongside the Key stages 1 and 2.

Science –**PLevel 4**

- To imitate actions involving main body parts, for awareness of changes in sound or movement.
- To explore objects and materials provided.

Geograph**English - Speaking and Listening – KS1 &2****PLevel P1(i) – P3(ii)**

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

Mathematics – shape space and measures, using and applying mathematics

PLevels P1(i) - P3 (ii) as for English

P4-5

- To search intentionally for objects in their usual place
- To show awareness of changes
- To anticipate, follow and join in familiar activities when given a contextual clue.

Music –**KS 1 & 2**

Unit 1 Ongoing Skills

Unit 3 The long and short of it – Exploring duration

Unit 4 Feel the Pulse and rhythm

Unit 7 Rain, rain go away – exploring timbre, tempo and dynamics

Unit 8 Ongoing Skills

Unit 13 Painting with sound – exploring sound colours
 Unit 15 Ongoing Skills

PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises, any participation is fully prompted.
- To show emerging awareness of activities and experiences, may give intermittent reactions. To engage in coactive exploration.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others. To perform actions, often by trial and improvement.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity. To actively explore objects and events for more extended periods.

PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To be aware of cause and effect in familiar events.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

PSHE-

Plevel P1(i) – P3(ii)

- As above for English

P4-5

- To engage in parallel activity with several others.
- To maintain interactions
- To express their feelings, needs and choices.
- To join in discussions by responding appropriately to simple questions.