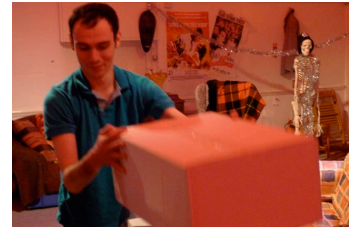


## Steptoe & Son

**Environment** Horse (sounds) & Cart full of boxes. Steptoe's lounge, full of bits of junk, furniture and bric-a-brac, all multisensory; feather boas, fur stoles, dusters, clocks, phones, silver trays, with skeleton, instruments and sounds. Tea trolley, biscuits and cakes. TV showing term's workshops, client photos. Chest with props as clues for each workshop + soundtrack and musical clues i.e. Tardis.



**Horse 'n' cart** Find and unload boxes, building structures, walls etc - playful, mischievous section - drop and rebuild, stack, pass to each other, drum on boxes and feel vibrations. Greet horse, hear him neigh, feed him and stroke him. Ride on the cart.



**Lounge** Explore all the objects in the lounge, dance with the skeleton, wind up clocks and hear them ring, make a phone call, feel the boas and stoles, look in cupboards and drawers.

**Percussion** Play the junk, silver trays, suitcases, whistles and harmonicas, ukulele, drum, washboard. Have fun and sing along!



**Tea break** Out with the flask and on with the TV. Enjoy tea and cakes while watching a slide presentation of the workshops this term. See yourself on TV, remember the props from each one: umbrella, hedgehog, monkey, Tardis, while you listen to the sounds/music. Talk about which one you liked best and why, or just enjoy the memories and seeing other groups participating.

**Observations** A trip down TV's memory lane which some clients remembered, others not. Box section v. participatory, lots of collaboration, clients showing mischievous side and sense of fun. All enjoyed exploring the large variety of objects within the set - each found their favourite item. Percussive section created a nice change in dynamic - up, playful, creating own rhythms and singing songs. Tea and cakes a nice reward after hard work and many focused on TV photos, recognising workshops and themselves on the screen. Physical props and musical cues greatly assisted understanding.

