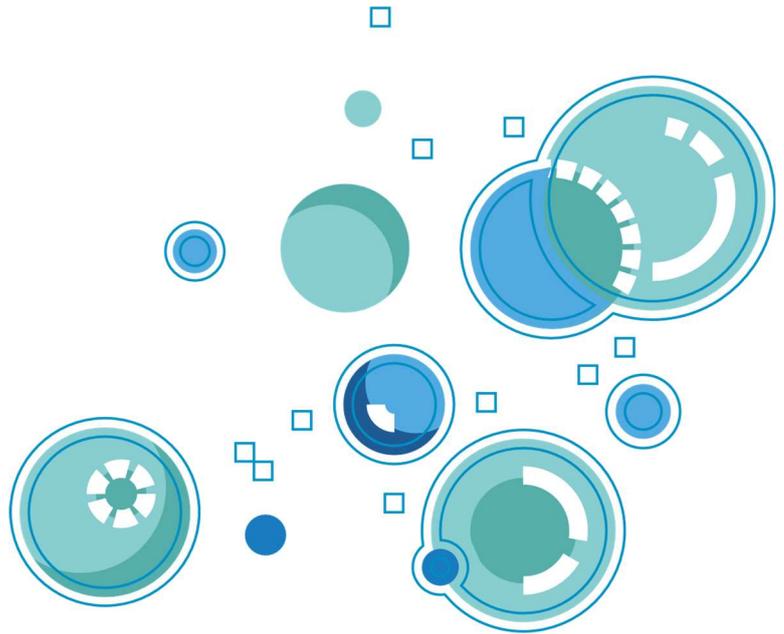




OUR FIRST 21 IDEAS FOR GETTING THE MOST OUT OF SHX PROXIMITY





Therapeutic activities

SHX PROXIMITY provides endless possibilities for creating personalised immersive environments and more inspiring, creative forms of engagement in the sensory room. We have come up with these 21 ideas to help you begin to discover the world of SHX Proximity, but no doubt you will soon come up with your own.

→ A tale of the unexpected...

This activity involves telling an improvised, interactive story. The activity leader places a basket of objects, which have all been labelled with pre-programmed stickers, in front of the participants before beginning to tell an improvised story. The plot will depend on the objects taken from the basket, and each one launches a different scene in the story. This way, the story that unfolds is the result of pure chance. The leader can also ask the participants to choose the objects that influence the activity themselves, either specifically or at random.

Alternative: The activity leader can also encourage the participants to tell the story themselves by selecting an object and handing it to a participant, who must place it on the magic platform and continue the story by introducing the object that is suddenly projected into the storyline. This way, a very unconventional, imaginative story can be created by a group of people.

→ The room of enveloping emotions

The activity leader associates every colour with a feeling and selects cards or objects representing that emotion at random and placing them on the platform. Then, they encourage participants to express how that emotion feels or who makes them feel it, or, alternatively, talk about what that emotion symbolises for them. This activity can be used similarly to The Colour Monster story to help participants identify and express their feelings and emotions.

→ Colour-Action

Each participant is assigned a colour and an action they must carry out when that colour appears in the sensory room: "When you see XXX, you need to YYY." This stimulus-response activity therefore holds the attention of the entire group. When the participant has completed their assigned action, they can select another card or object and place it on the magic platform to summon the following participant to perform their action. The special "Die" card can also be used to select content at random every time it is placed on the platform.

→ Guessing game...

Users can try to guess what the object they hear, smell or feel with their hands is. The answer will be revealed when it is placed on the platform.

→ A hidden treasure

In this activity, an object is hidden in a box in front of the group. Participants must guess what it is in



order to win the prize. They have 3 cards that offer clues about the hidden object. When someone guesses the answer, the box is opened to reveal their prize.

→ **Let's dress up**

The cards used for this activity are blank or printed with generic images and launch a new scene or character. Each user must dress up to match the scene or character that appears when it is their turn. For example, if a pirate is projected when they place their card on the platform, they have to look for the pirate costume or accessories. Then, we can act out a story.

→ **Test**

SHX Proximity can be used to set participants a test or assess certain knowledge areas, such as letters, numbers or different subjects. For example, a card can hold the question: "2+2=?", and when we place it on the platform, we see the answer "Four!" We can create a trivia game that can be adapted to suit each participant's specific needs.

→ **The magic world of...**

In this game, the activity leader invites the participants to discover a magical new world. The idea is to allow them to enjoy a wide variety of immersive experiences in the sensory room: auditory, visual, olfactory, tactile or vibratory. This is done by placing the cards on trays loaded with related objects (autumn leaves, flowers, snowflakes or cotton wool, beach sand, etc.).

For example, they can enter into the magical world of Narnia, where they will experience the four seasons: in winter, the entire room will become a wintry scene bathed in the relevant light and effects, while participants touch snowflakes; in spring, the entire room bursts into bloom and the participant touches cherry blossom; in summer, the room becomes a warm, summery scene and the participant touches sand; and in autumn, the room scenery matches the season while the participant touches dry autumn leaves.

We can invent as many different worlds as we wish, such as a party in which we see colours and lights on the screens while balloons fill the room and we touch confetti and party blowers, or any other environment we wish the participant to experience.

→ **Ready, steady, cook!**

This activity involves an alternative way of cooking. The leader asks the user to select ingredients and place them on the magic platform so that the entire room projects them, or place them in a real recipient, such as a bowl, to recreate a recipe (such as a cake). Finally, we can use the card that reveals a baked cake on the magic platform and invite users to enjoy a slice by smelling, touching or even eating it.

→ **Guess who?**

The activity leader can programme the cards with people's faces and see if the user can recognise them. We can work with family members, friends, or even photographs that they have to describe.





→ **Live music**

The activity leader places an instrument on the platform so that it is seen and heard throughout the room or causes an element to vibrate. Here, participants can learn more about each instrument and even touch or play them. The final card can be programmed to play a piece of music or song involving the instruments we have seen, and allow them to discover anything from nursery rhymes to opera. It is useful for identifying different instruments, learning about them, touching them, hearing the sound they make and stimulating the participant's interest in general. At the end, we can dance, sing, move our bodies or enjoy a relaxation technique.

→ **It sounds like...**

For this activity, we will use miniature instruments or other objects. The user, who is blindfolded, touches the object and listens to the sound it makes—they have to try to identify and name the object they have selected.

→ **Building a puzzle**

The user is given clues for identifying an object. A number of cards can be programmed to project a piece or section of this item. This way, the room and environment gradually provide more clues and the participant must guess what the object is. For example, if the object is a pirate boat, we will see different pieces of the boat projected on a screen, such as a sail, in conjunction with effects such as blue light, a bubble tube, or air (wind).

→ **Memory**

The activity leader uses objects lent to them by the participants themselves on the magic platform. The users need to remember the order in which the objects appear.

→ **Mirror mirror...**

In this activity, we pose questions directly to the sensory room itself, as though it were the Evil Queen's mirror in Snow White. We will use a "magic mirror" and place a special Die card on it. Every card launches an answer just as if it were a magic mirror: "You", "the evil witch", "the tallest person in the room", "whoever touches their nose first", etc. Users have to ask the room questions that start with "Who..."

→ **The time tunnel**

In this activity, we use different objects from different periods in history, which will transport us to different eras when they are placed on the platform. One or more objects may be involved in different scenes, but the room will always reproduce effects associated with that era. This way, the activity leader can also teach users some history.

→ **Travel**





Here, we use objects associated with the beach, the countryside, the jungle or outer space, for example, such as a rake, a picnic basket, a leaf or an astronaut's helmet. These objects will help to transport us to these places.

→ **The human body**

By placing a sticker on a part of our body, the room will project it back and help us to identify it as we create a simple body map.

→ **Who am I?**

Every participant is given a sticker to wear. When scanned, it will project information about that person, such as their favourite music, a photograph of them, their favourite colour or even their voice.

→ **Reaching the magic platform**

The magic platform is placed in different positions or gradually higher up in the room. This helps us to work on coordination, balance, bilateral integration or alignment skills. Every time the user reaches the sensor with the object, the room "celebrates" it by projecting images of a party.

→ **Living vocabulary**

Every time the user hears the word "elephant", they pick up the miniature elephant and place it on the magic platform. We can also use an infinite range of other objects in this activity. Afterwards, the activity leader can ask the users questions about them, such as "Where do elephants live?" or "What is a hammer used for?"

This helps to support the vocabulary, objects and/or images we want to work on. With children, we can use areas such as animals, baby animals and tools, or games to build manipulative skills with colours; with adults, we can use images of cities, people in their lives, other user in the group, everyday objects, work colleagues, etc.

