

Unit Name: Sensory Sessions

Stage: Early Stage One

Lesson name: Wiggler

Duration: 90 Minutes

Lesson Overview

Big idea: Sometimes artists make art with more than one purpose. I am an artist and I can make a sensory tool to help me be calm and concentrate.

Throughout this lesson, students will create an artwork that doubles as a sensory tool. Students will produce a “Wiggler” that can be used to hold, fidget with and manipulate. This sensory tool is great to help with focus, calming, grounding and distraction.

Students will start the lesson by completing a puzzle warm-up that introduces them to the 5 main senses. They will then view slides that present the importance of sensory tools to those experiencing sensory challenges. Students will also learn who artists are, what they do and what they make. After exploring the idea that artists can make beautiful things that are also useful, students will create their own sensory tool. Students will then reflect on their learning by communicating the impact their sensory tool could have on their emotions.

Lesson Outcomes

A student will learn to:

- think about themselves as artists in their art making (within a limited understanding of the artist’s function)
- explore different kinds of things and experiences in their making of artworks
- look at details within their own and others’ artworks and talk about associations with their own experience and the effects of the works
- demonstrate an understanding of what it means to be inclusive and respectful to others, eg peers, people with disability
- recognise own emotions and demonstrate positive ways to respond to different situations.

A student will learn about:

- who artists are, what they do, what they make
- how their interest in things and experience affects what they and others represent in pictures and other kinds of artworks

Syllabus Outcomes	Teaching, Learning and Assessment
<p><u>Creative Arts</u> Making VAES1.2 Experiments with a range of media in selected forms. Appreciating VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks. VAES1.4 Communicates their ideas about pictures and other kinds of artworks</p> <p><u>Science and Technology</u> STe-2DP-T develops solutions to an identified need</p> <p><u>English</u> ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults</p> <p><u>PDHPE</u> PDe-3 communicates ways to be caring, inclusive and respectful of others PDe-9 practises self-management skills in familiar and unfamiliar scenarios PDe-10 uses interpersonal skills to effectively interact with others</p>	<p>TEACHING - <u>Learning intention</u></p> <p>Warm-up You may choose to do one, or both of these warm-ups. If this lesson is split across more than one day, pick one warm-up per session.</p> <p>1. Candle of Concentration Cosmic Kids Zen Den - mindfulness for kids</p> <p>In this Cosmic Kids episode, students are encouraged to observe the flame of the candle to learn about concentration.</p> <p>2. Our 5 Main Senses Puzzles warm up to improve attention and concentration.</p> <ul style="list-style-type: none"> - There are five different senses puzzles - Each puzzle has a base level, an enabling level and an extension level - Print the required puzzles so students can have one each - Students may need help to cut puzzles out - This activity can be done individually, in pairs or in small groups. <p>LEARNING</p> <p>Lesson Content</p> <p>1. Display either the Sensory Tools Toolkit or the Sensory Session Toolkit Fact Sheet and have a brief discussion on sensory tools and how they can positively impact our day-to-day life.</p> <ul style="list-style-type: none"> - <i>We have 8 senses but there are 5 that we call our “main senses”</i> - <i>Some people have sensory challenges</i> - <i>Sensory tools are useful for helping people stay calm, feel safe and concentrate</i> - <i>Some examples of sensory tools are: weighted animals, fidget tools (squishy balls, spinners, cubes, putty) balance items (boards, cushions) ear muffs.</i> <p>2. Senses Activity</p>

Sit together as a class and ask students to close their eyes. During this activity, you are going to be asking students to use their 5 main senses and identify what is around them.

Ask:

- What can you **hear**?
(can you hear your heartbeat, your breathing, birds outside, someone sniffing, cars outside?)
- What can you **feel**?
(can you feel the floor under your bottom, what are your hands touching, can you feel your shoes on your feet, can you feel your hair on your face?)
- What can you **taste**?
(can you taste your lunch lingering in your mouth, if you were to eat an ice cream would it taste sweet, sour, bitter or salty?)
- What can you **smell**?
(can you smell the grass that has just been cut, can you smell your shampoo/soap, can you smell your stinky shoes, can you smell a candle?)
- What can you **see**?
(what colour are the walls, how many faces can you see, is the carpet just one colour, what is the farthest thing you can see, can you see your own nose?)

3. Display [An Artist...](#)

Discuss with students:

- *Who are artists?*
(A person who creates art)
- *What do they do?*
(Painting, sculpture, literature, architecture, cinema, music, theatre)
- *What do they make?*
- *Artists can make things that are useful as well as pretty. What is something that was made to look beautiful but also has another purpose?*
(E.g. stained glass windows, hand-painted bowls, First Nations rock art)

4. Display [Wiggler Instructions](#)

This Wiggler can be used to hold, fidget with and manipulate. It is great to use for focus, calming, grounding and distraction.

You may choose to print a copy of the **Instructions** (pages 5 and 6 for the caterpillar OR 7 and 8 for the tangle) for students to use, and/or display the slides for students to follow.

5. Students create their own [Wiggler](#).

Group Activity: Reflection

Students may complete the [Reflection Sheet](#) individually, or you may choose to have a class discussion led by the following guiding questions:

- *My Wiggler will help me feel... (happy/calm/safe)*
- *I can use it when I feel... (frustrated, mad, scared, distracted, sad, annoyed)*
- *My Wiggler is... (fun/calming/helpful/quiet)*
- *To make it I used... (pipe cleaner, beads, straws, googly eyes).*

If completing the [Reflection Sheet](#) students would

1. Circle the words that describe the way that their Wiggler could make them feel (*happy & calm*)
2. Colour the faces that match the emotion for the following question:
 - *I can use it when I feel...*
Pictured: calm, mad, nervous, sad, shocked, excited, happy, tired
3. Circle the words that describe their sensory tool (*fun, calming, quiet.*)
4. Circle the pictures of the objects that they used to create their sensory tool
Pictured: tape, pipe cleaners, beads, googly eye, straws, scissors, pencils, button, broccoli, glue, banana.

Some students may benefit from completing the [Differentiated Reflection Sheet](#)

Students would

1. Circle the words that describe the way that their Wiggler could make them feel (*happy & calm*)
2. Colour the faces that match the emotion for the following question:
 - *I can use it when I feel...*
Pictured: calm, mad, nervous, sad
3. Circle the pictures of the objects that they used to create their sensory tool.
Pictured: pipe cleaners, beads, googly eye, straws, tape, pencils, glue, banana.

**Adaptations,
Considerations and/or
Adjustments**

Note: Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.

Physical:

- During the puzzle warm-up, it requires a lot of fine motor work. For students who have trouble handling scissors you may need to cut out puzzle pieces prior to the activity, or pair students up.
- Students may require assistance handling the equipment required to create their sensory tool. This activity requires a great deal of fine motor control, so please be mindful of students who may struggle with multiple aspects of this task. You may choose to:
 - pre-cut the pipe cleaners
 - pre-cut the straws
 - tie a knot in one end of each pipe cleaner
 - pre-twist each pipe cleaner so the end resembles a head and glue the googly eye on
 - have students work in pairs.

Vision:

- Be mindful of the “What do you see?” question during the “Senses Activity”.
- During the Cosmic Kids warm-up, students are required to look at the flame on the screen. If you have students with vision challenges, you might choose to skip this warm-up or provide students with their own device to watch the video up close.
- When displaying instructions and visuals, it may be beneficial to increase the size of fonts or pictures.
- Instructions may also be given verbally.
- Ensure students are seated near the front of the room to view visuals/videos.

Hearing:

- Be mindful of the “What do you hear?” question during the “Senses Activity”.
- Include visuals to support lesson activities.
- During construction and upon completion of the sensory tools, the classroom noise level may rise drastically. Ensure students with noise sensitivities are positioned in a quieter space.
- Have instructions written simply on the board.
- Some assistance or a sound device may be needed for direction during the whole task.

Sensory:

- Create a space in the classroom that gives students a ‘break’ from constant environmental stimulants.

Non-verbal:

- Support students’ preferred ways of communication.
- Incorporate technology or devices in group discussions.
- Ask targeted closed questions.

EAL/D:

- Display questions and instructions on the board for each activity in the lesson for clarification. Include visuals in addition to written resources.

Other:

- Please read [PWDA Language Guide: A guide to language about disability](#) before starting this unit of work. This guide is a helpful resource, as it has been written by people with disability to assist the general public in respectfully talking about disability. It is important to be aware that the language that is used when talking about people with disability has an impact on how they are perceived and treated.
- This lesson introduces a fair amount of new information. In order to keep engagement levels high, some students may benefit from having this lesson split up over multiple sessions.

Resources

- [Learning intention](#)
- [Candle of Concentration | Cosmic Kids Zen Den - mindfulness for kids](#)
- [Our 5 Main Senses Puzzles](#)
- [Sensory Tools Toolkit](#)
- [Sensory Session Toolkit Fact Sheet](#)
- [Senses activity](#)
- [An Artist...](#)
- [Instructions](#)
- [Reflection Sheet](#)
- [Teacher Guide](#)

Resources for Adjustments (if applicable)

- [Differentiated Reflection Sheet](#)

Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	<input type="checkbox"/>
The lesson reflects the needs, interests and abilities of all students.	<input type="checkbox"/>
The lesson provides an opportunity for students to demonstrate what they know and can do.	<input type="checkbox"/>
The lesson includes a variety of teaching and learning activities and resources to address the learning needs of all students.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	

Big Idea

Sometimes artists make art with more than one purpose.

I am an artist and I can make a sensory tool
to help me be calm and concentrate.

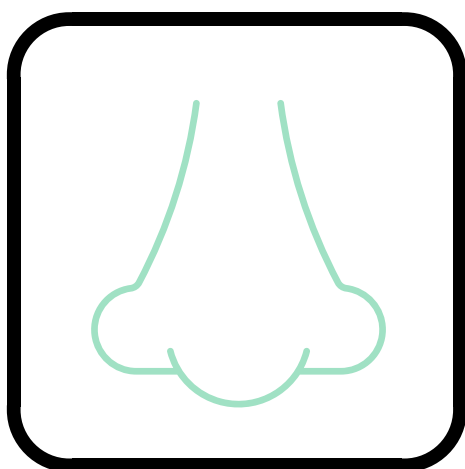
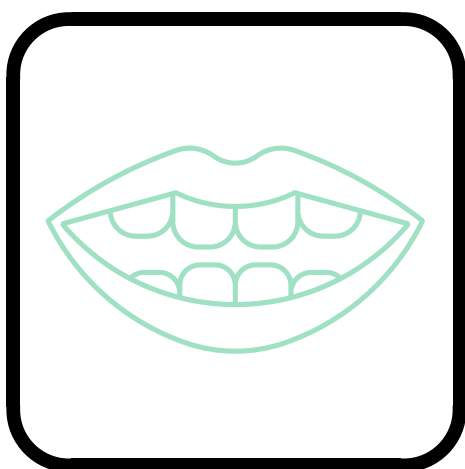
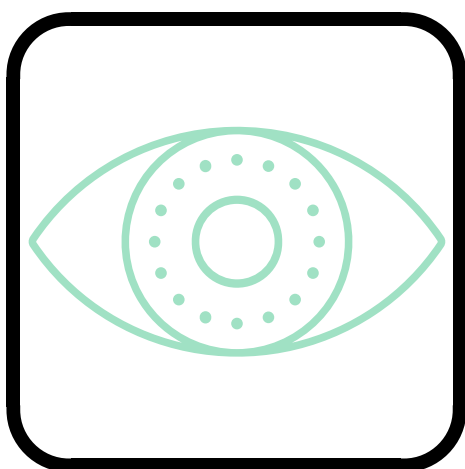
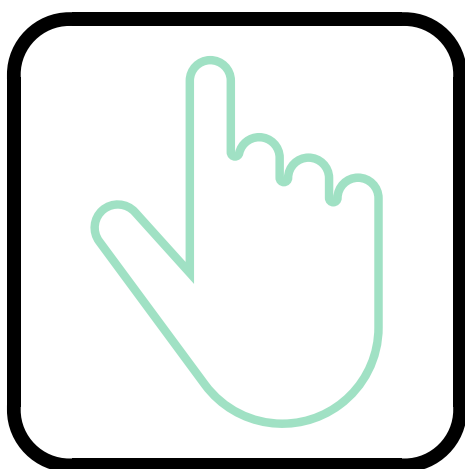
Learning Intentions

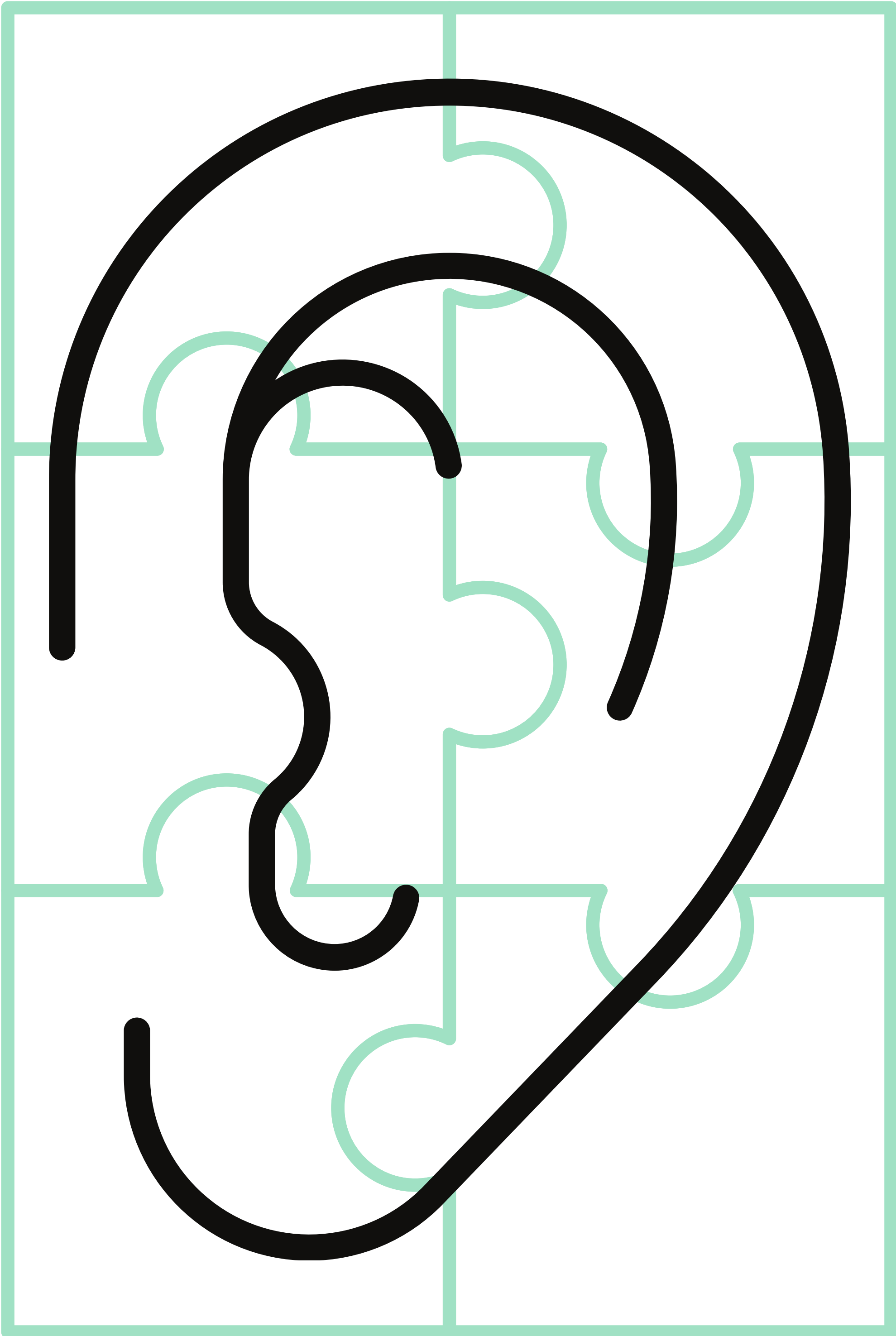
- I know who artists are, what they do and what they make
- I can create a sensory tool
- I can describe and respond to what my artwork/sensory tool is used for
- I can communicate that I understand different emotions

Our 5

Senses

Puzzles



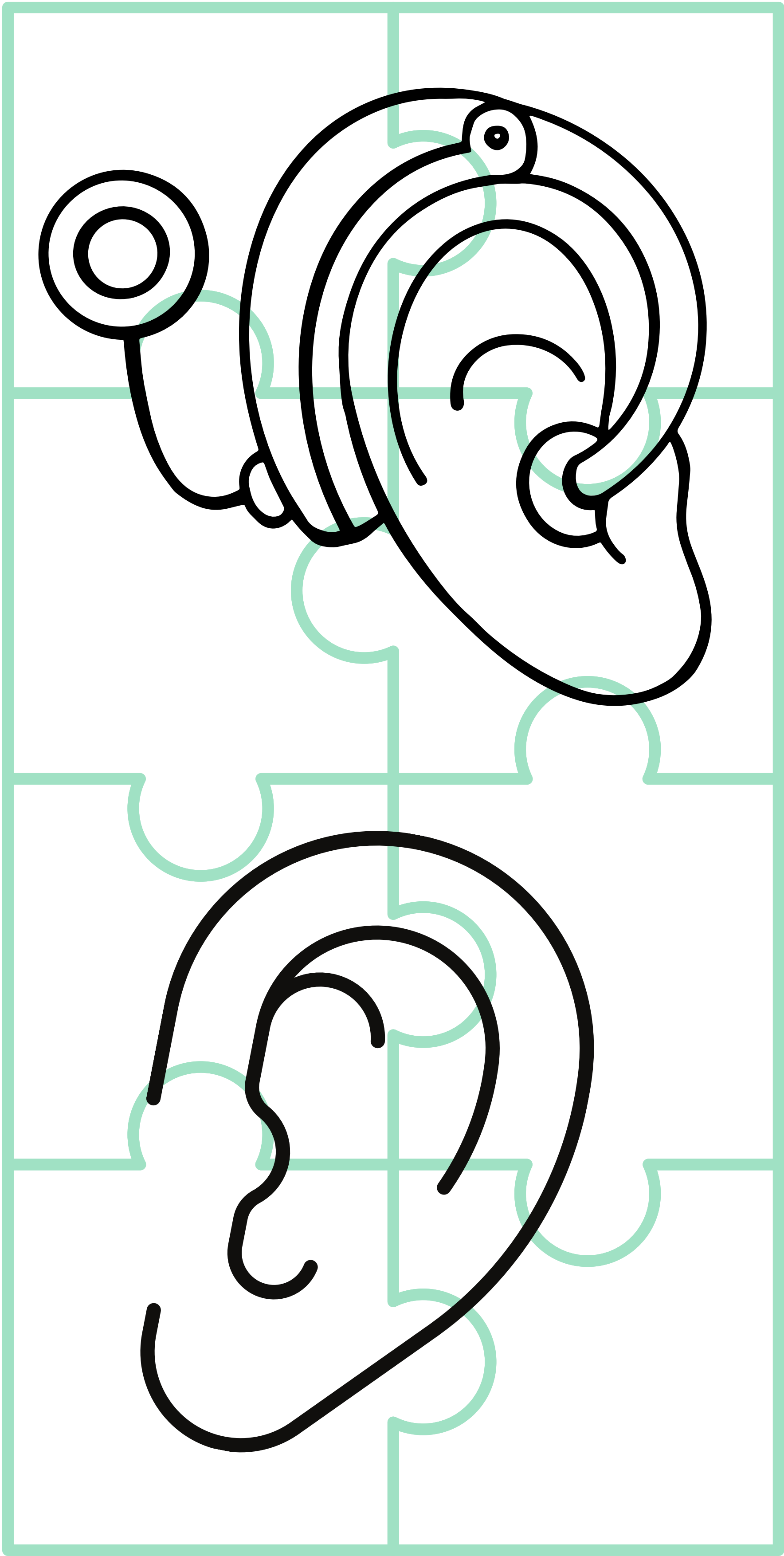


Hearing



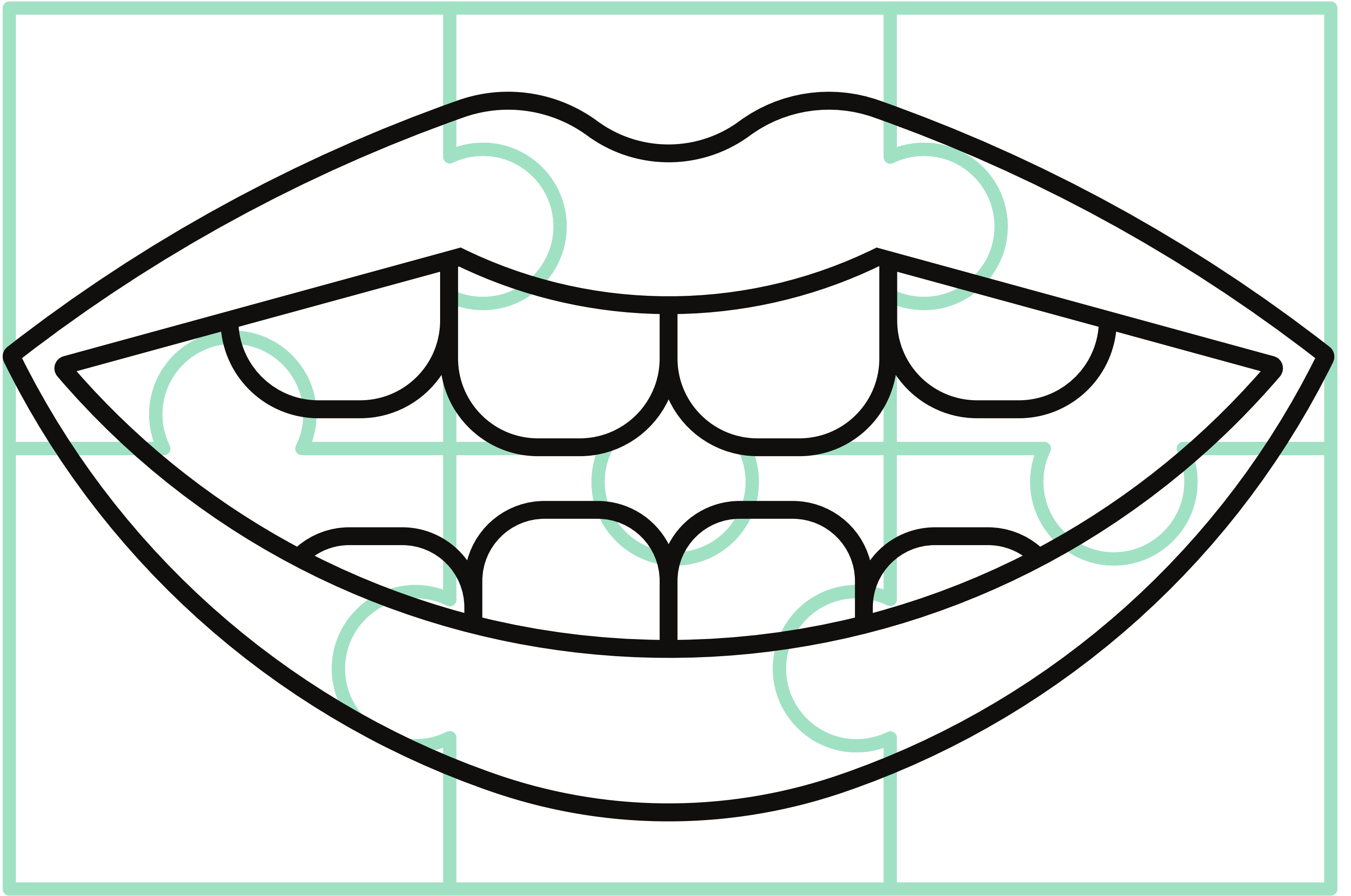
Hearing

Enabler

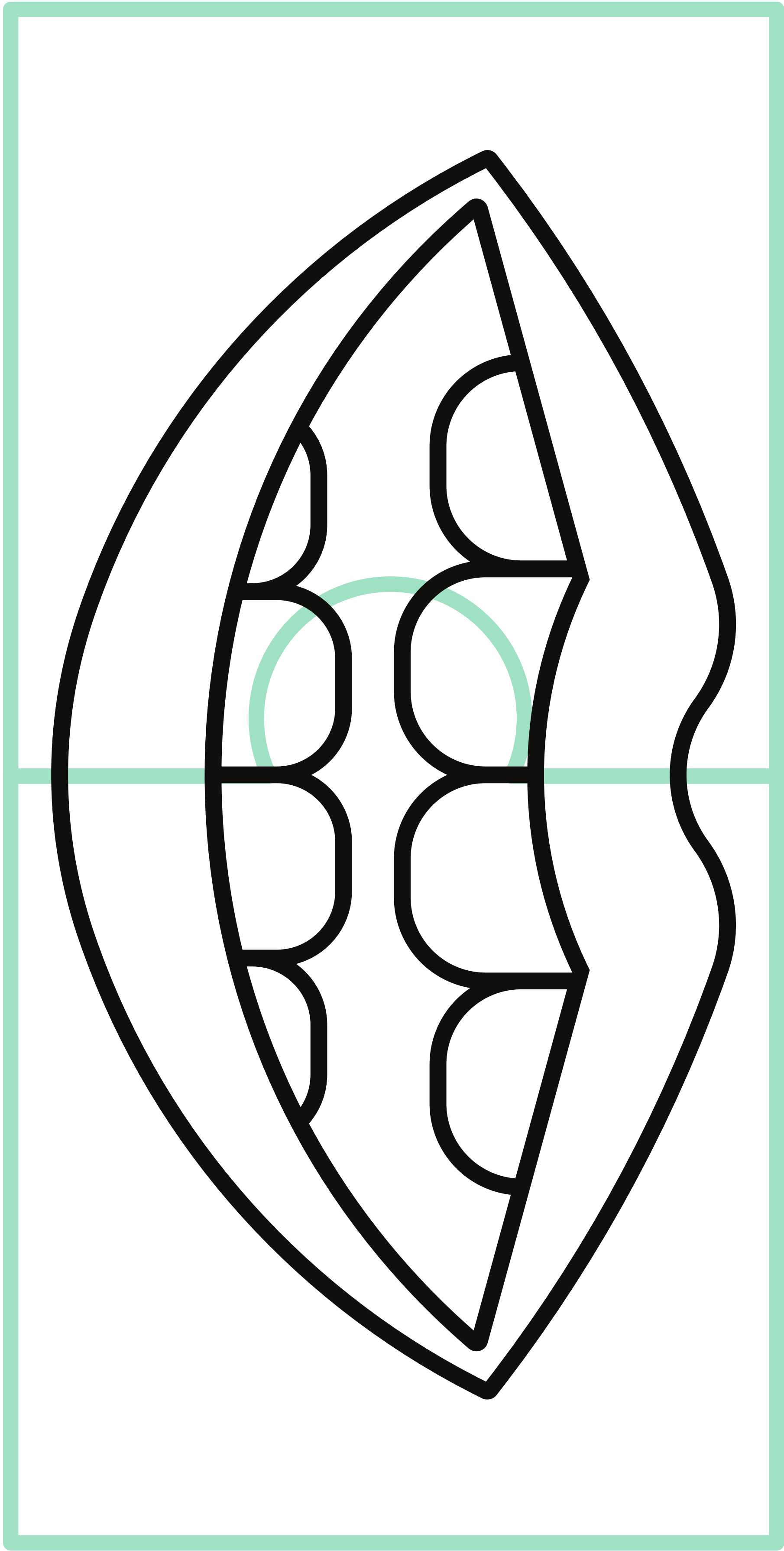


Hearing

Extender

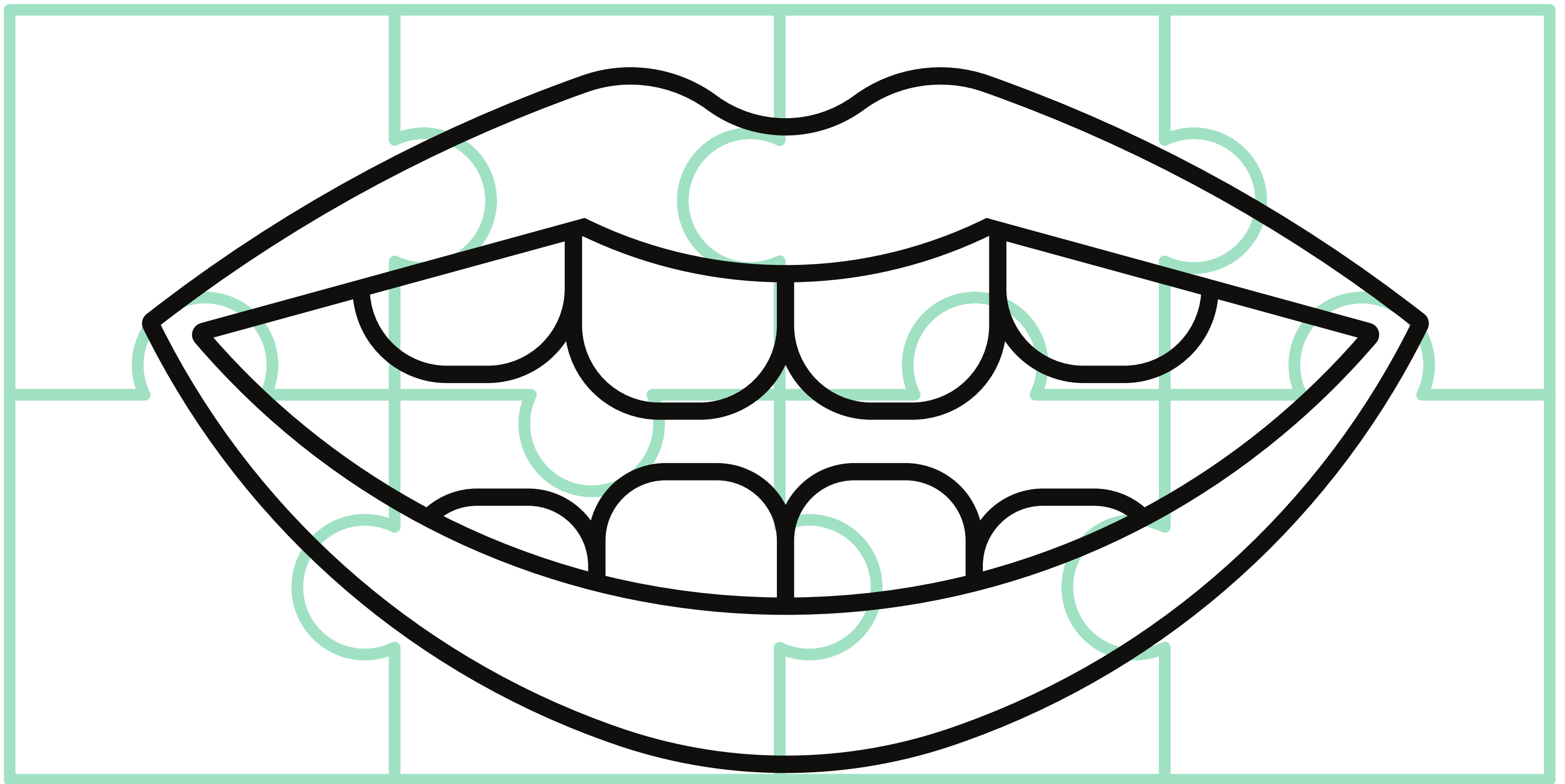


Taste



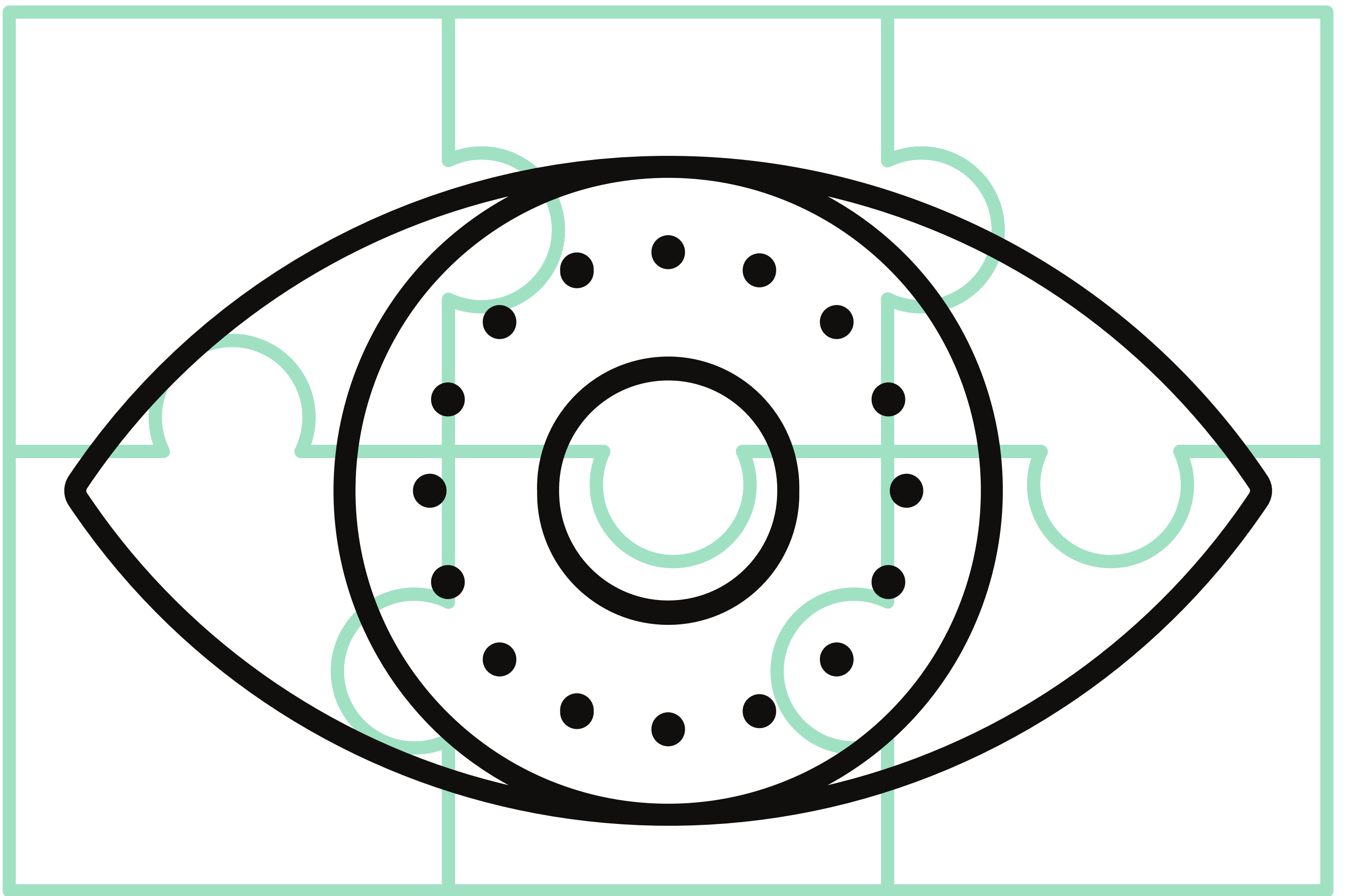
Taste

Enabler

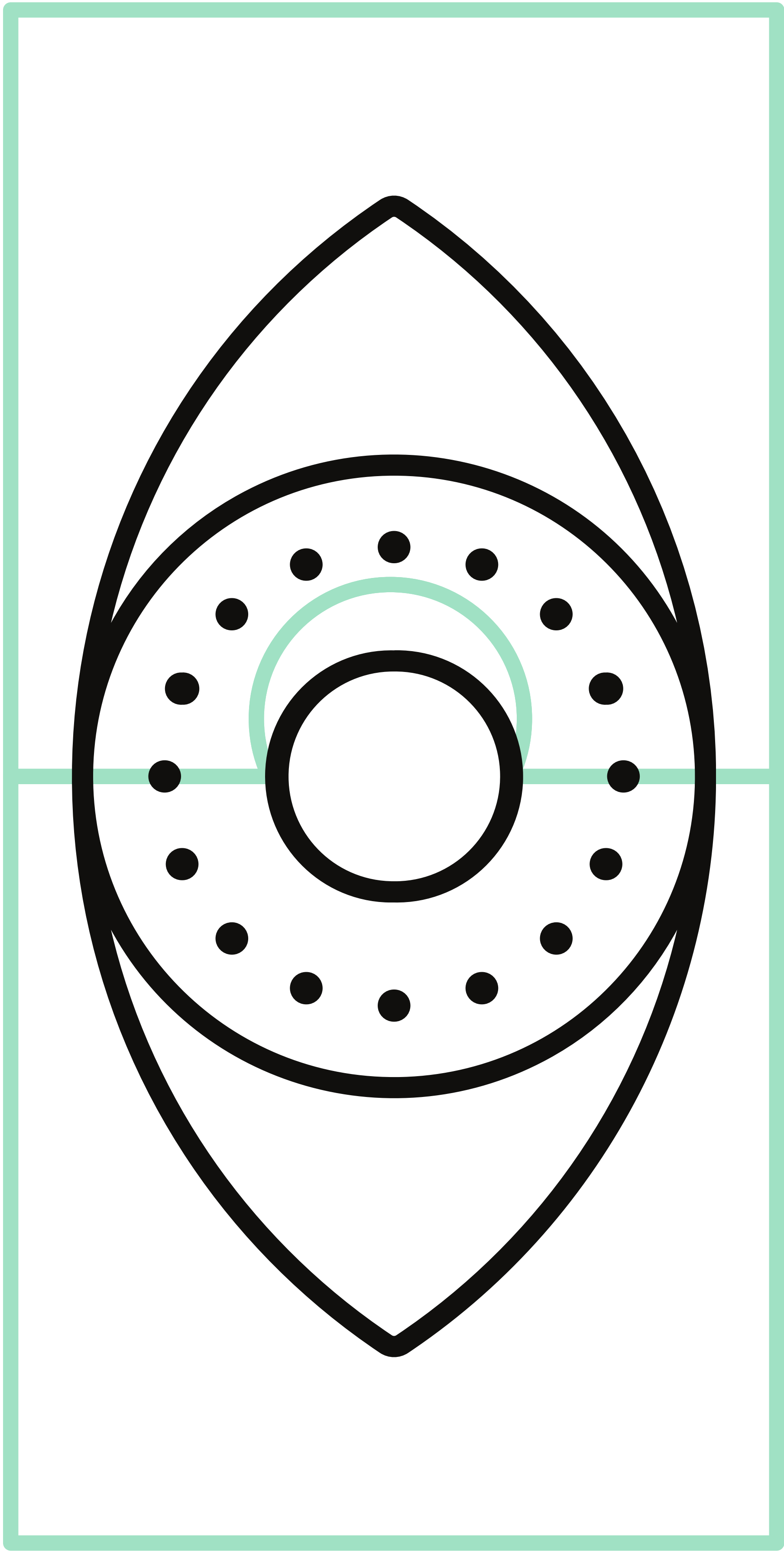


Taste

Extender

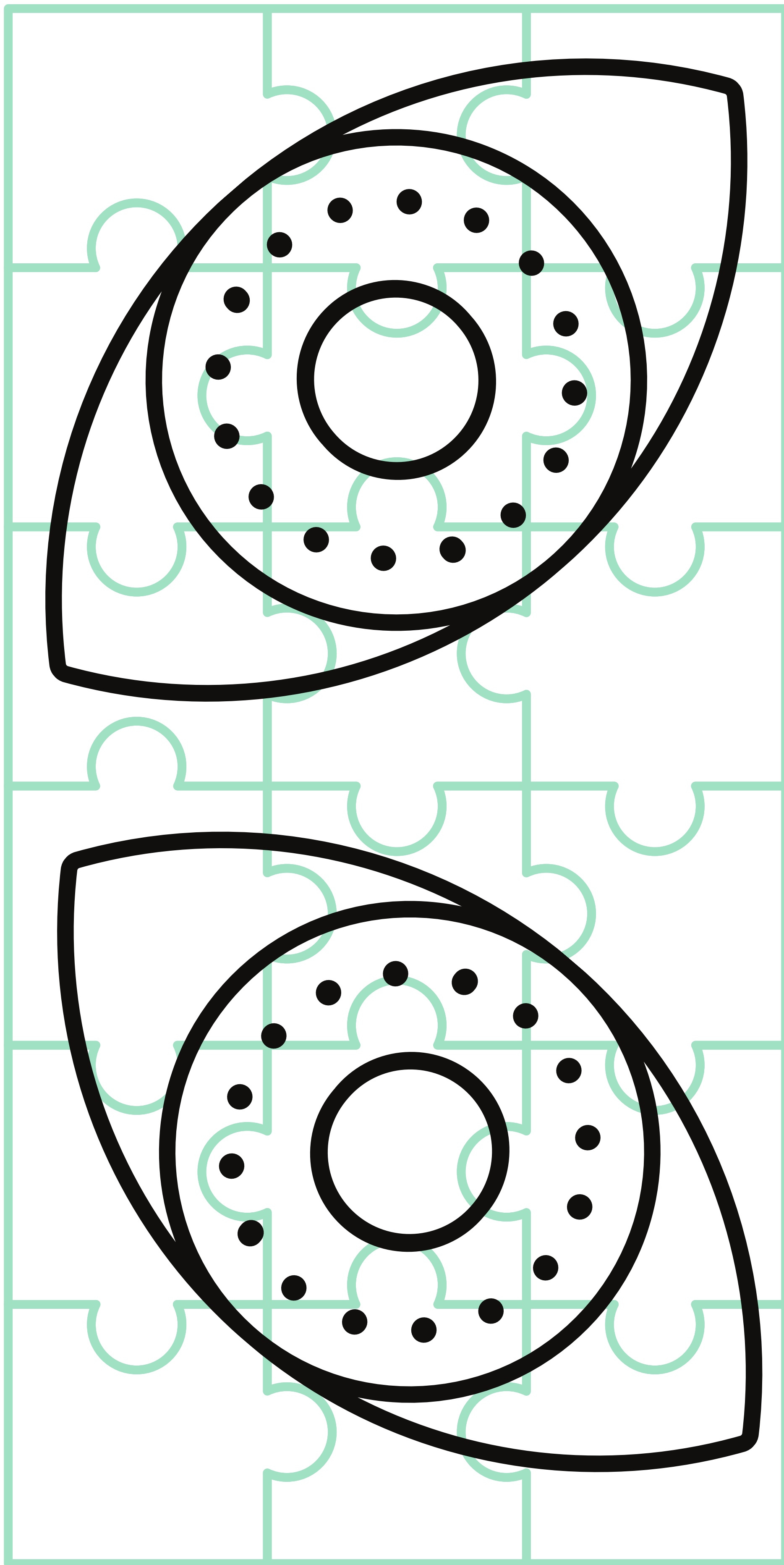


Sight



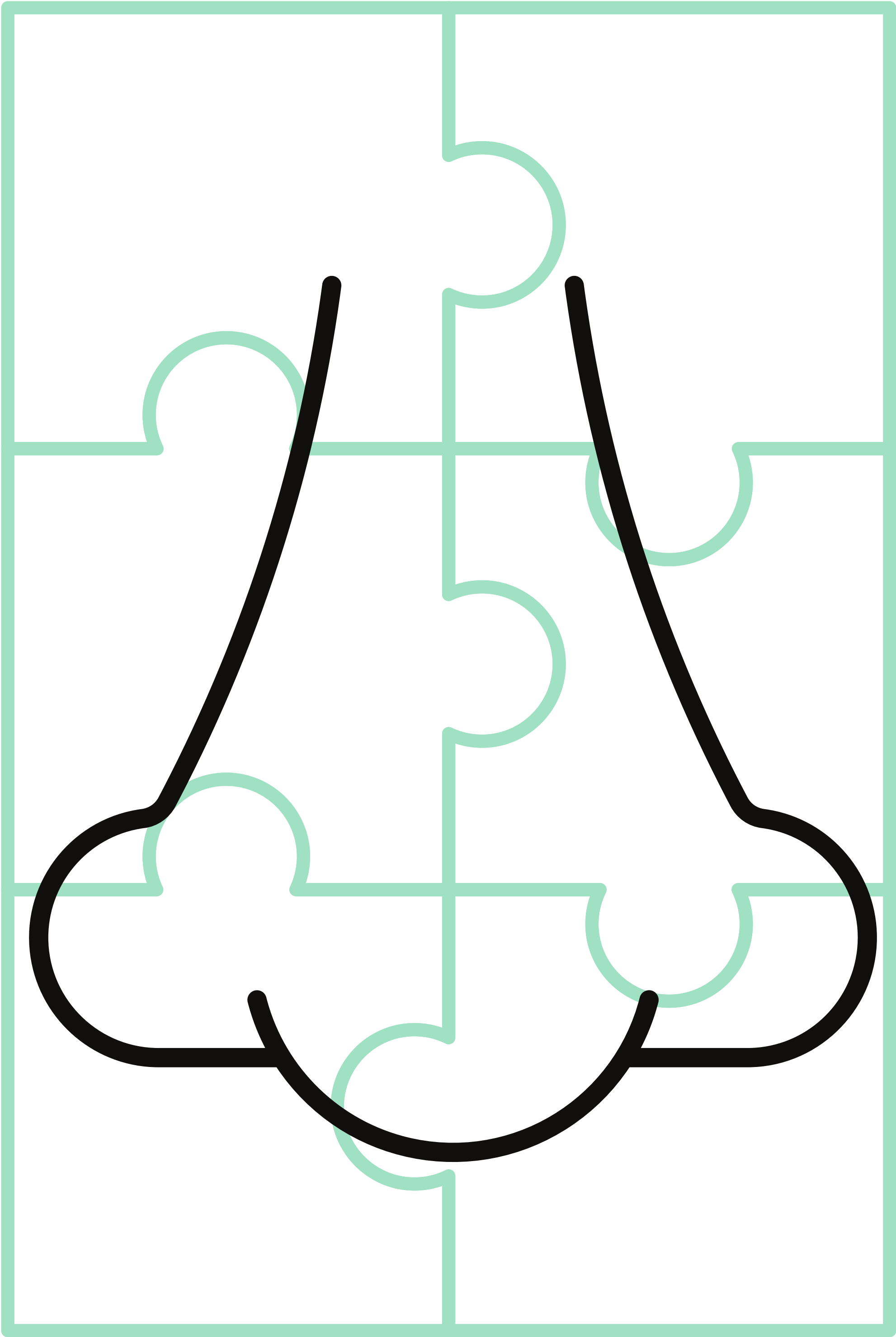
Sight

Enabler

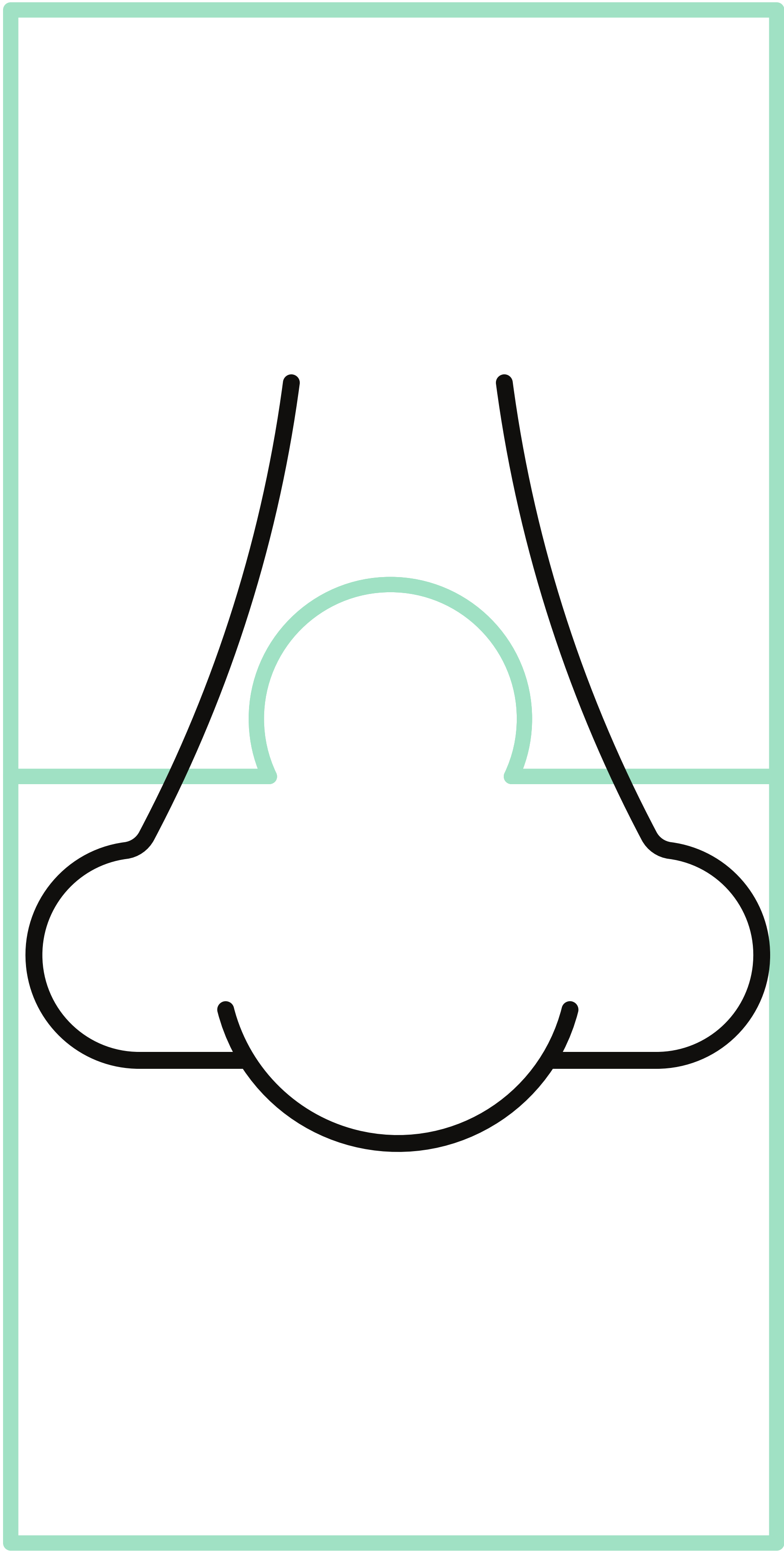


Sight

Extender

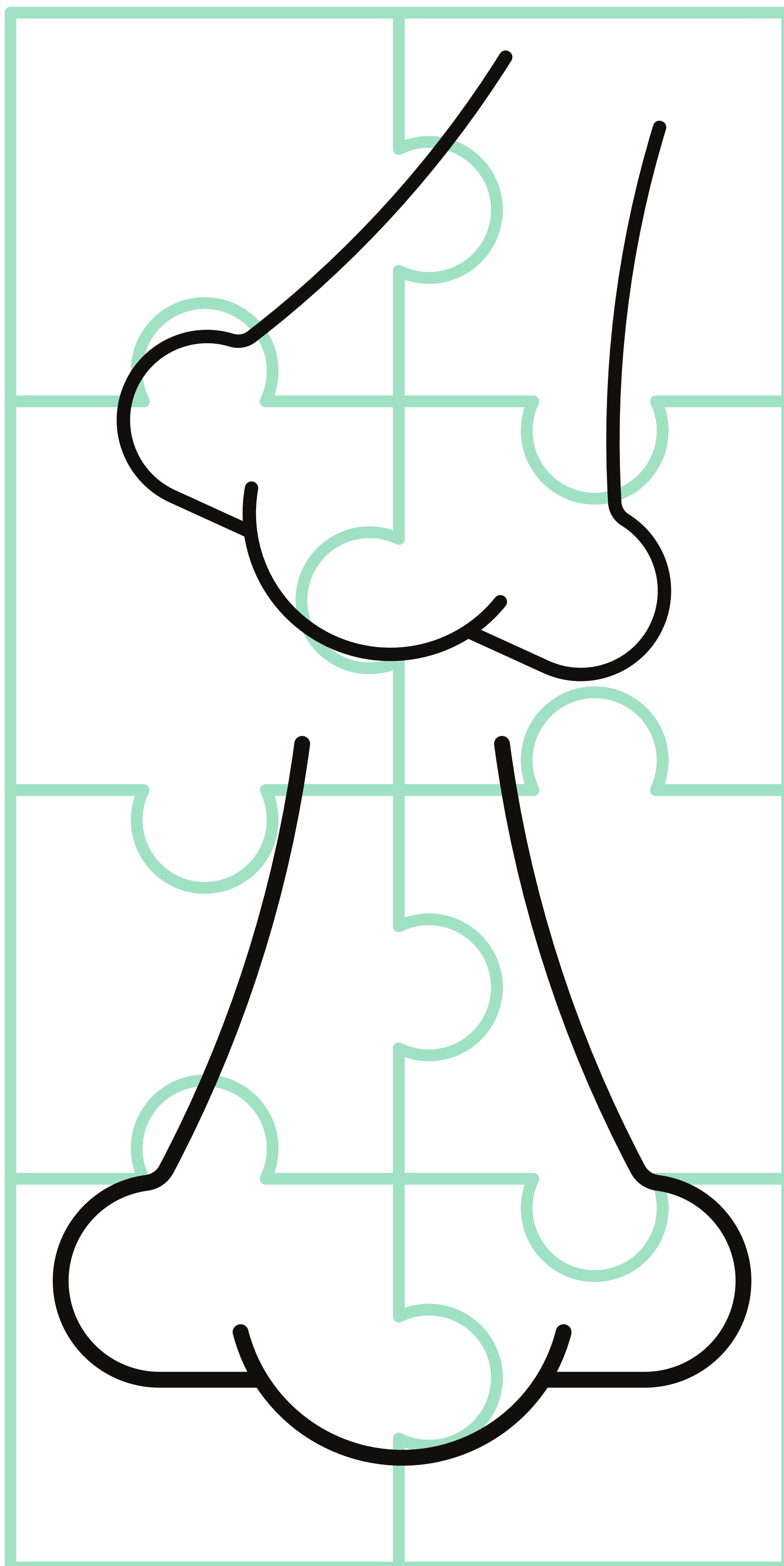


Smell



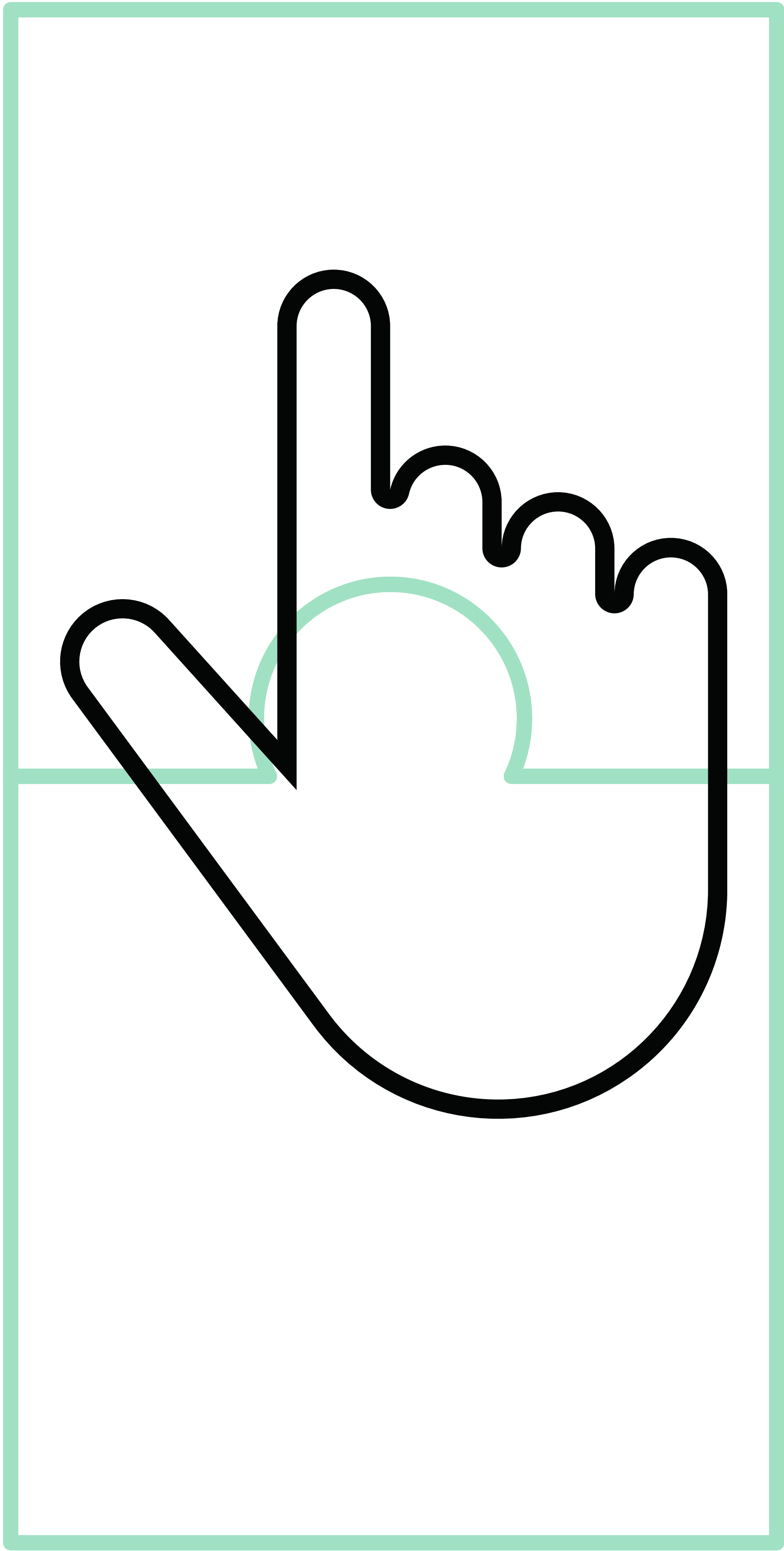
Smell

Enabler



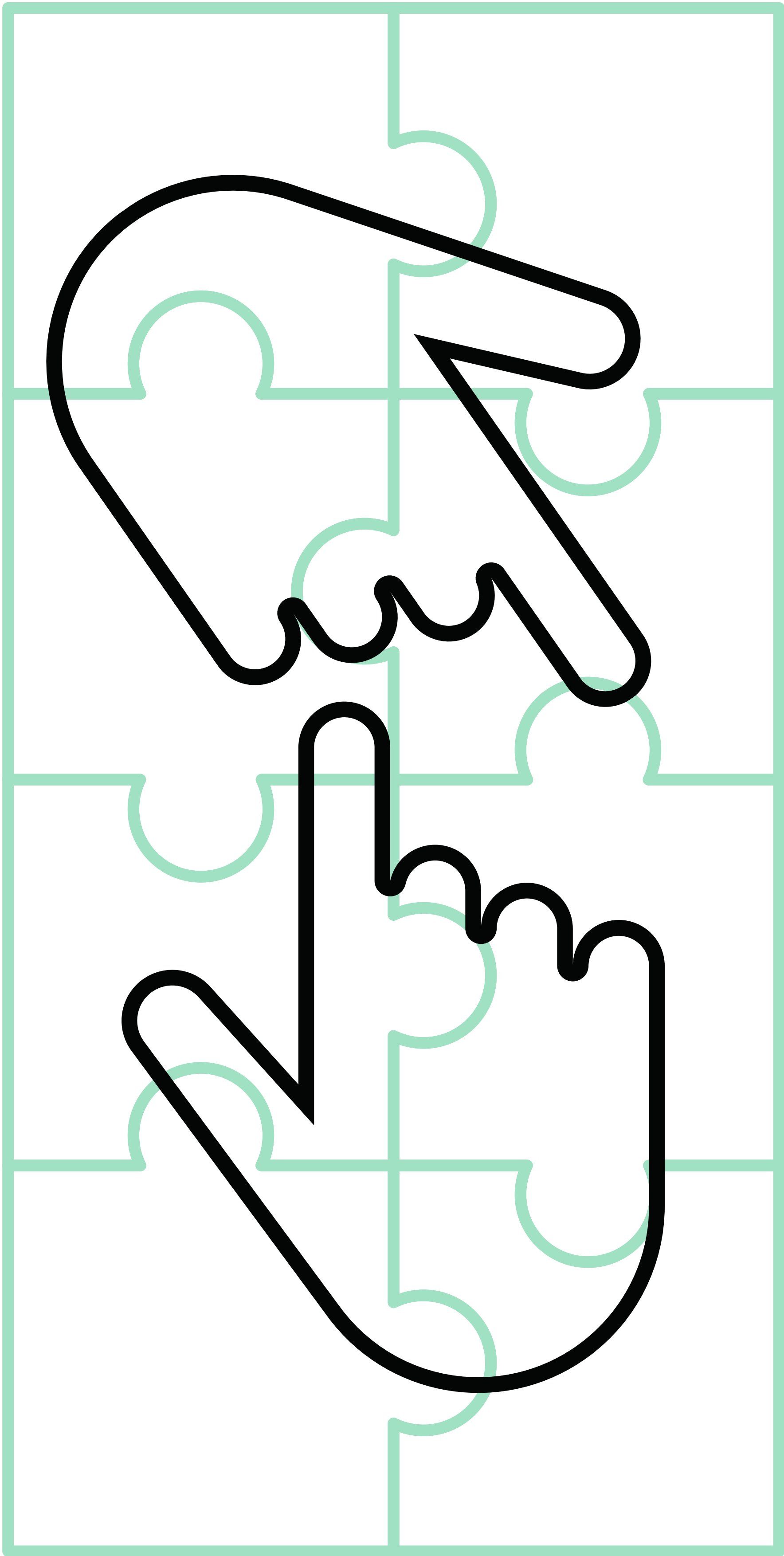
Smell

Extender



Touch

Enabler



Touch

Extender



Sensory Tools

We have



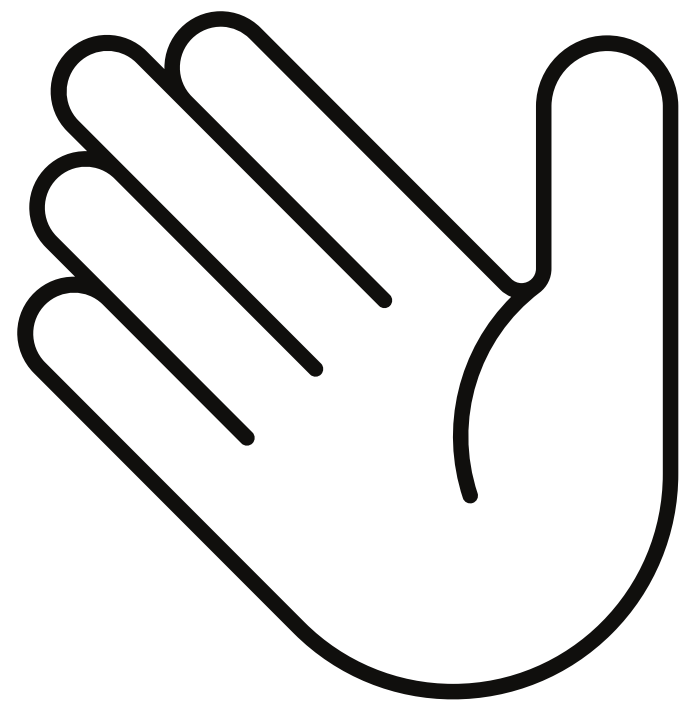
senses

All day, every day, we are
surrounded by and experience
sensory stimulation.

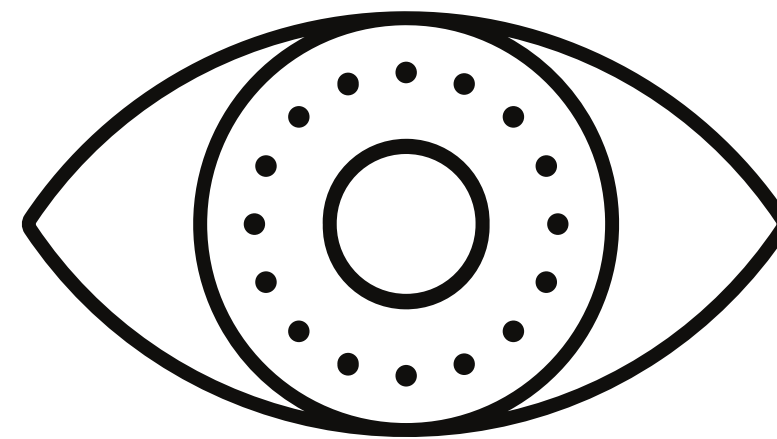
Our 8 Senses:

- 1 Sight
- 2 Smell
- 3 Taste
- 4 Hearing
- 5 Touch
- 6 Proprioception
Where I am in space.
- 7 Vestibular
My sense of balance.
- 8 Interoception
How I feel inside.

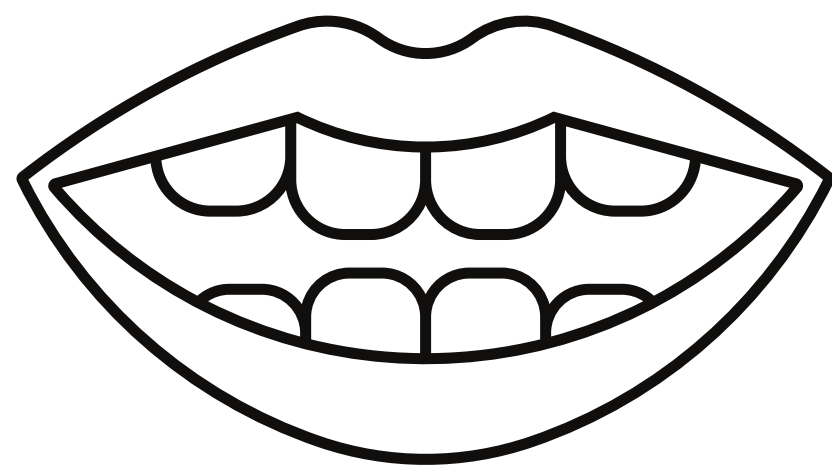
5 ^{main} senses



Touch



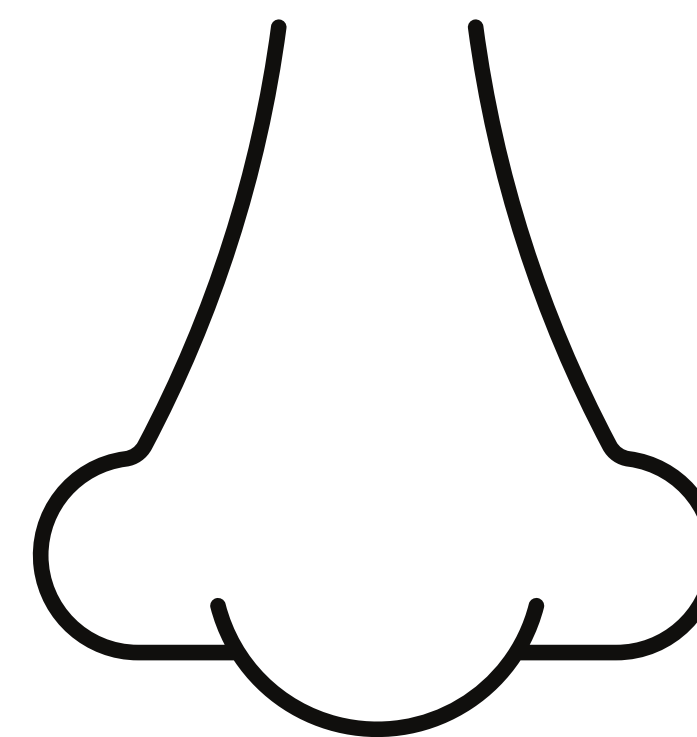
Sight



Taste

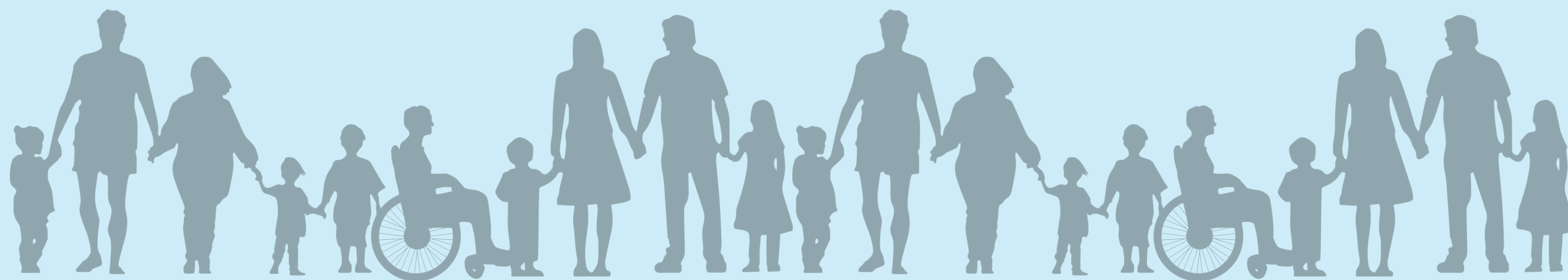


Hearing



Smell

Some people have
sensory challenges.



Sensory tools can help to

calm

focus

diStract

Lots of people use 'sensory tools' to help them

- **concentrate**
- **regulate their emotions**
- **absorb information**

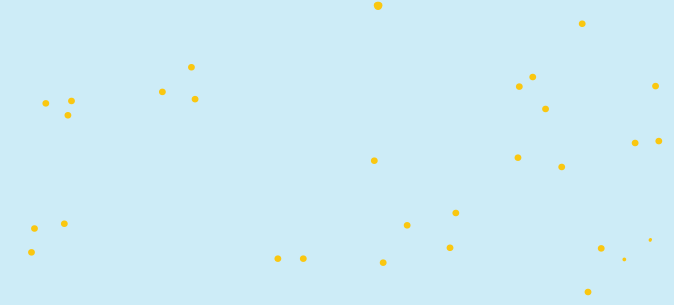


**Sensory tools can
help you feel calm
and safe.**

Once feeling more secure,
a person is better able to deal with
their environment.

Some people need extra help to concentrate.

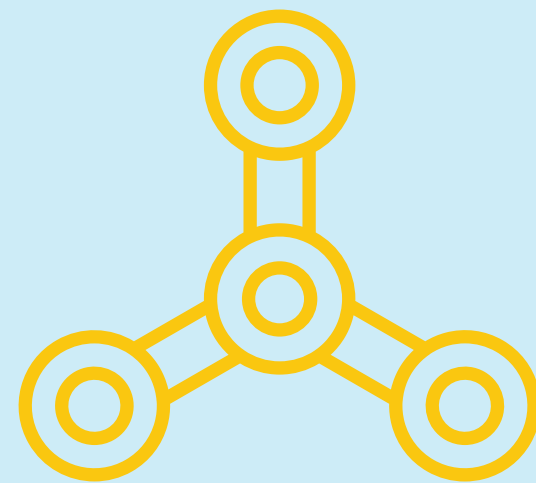
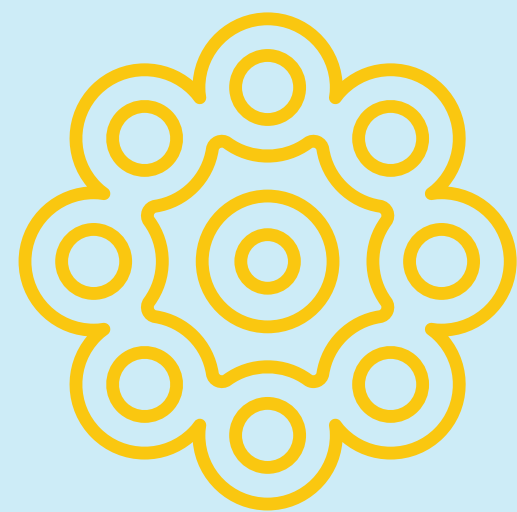
Sensory tools, such as fidget tools, can help them focus.



There are many types of sensory items that might help.

Some common items include

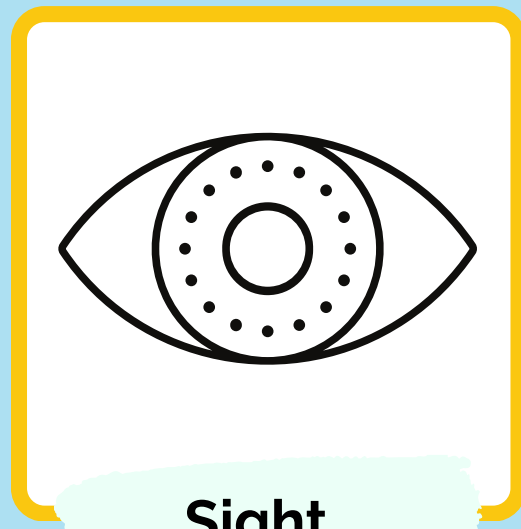
- weighted animals
- fidget toys
- balance items
- ear muffs



Our 5^{main} senses



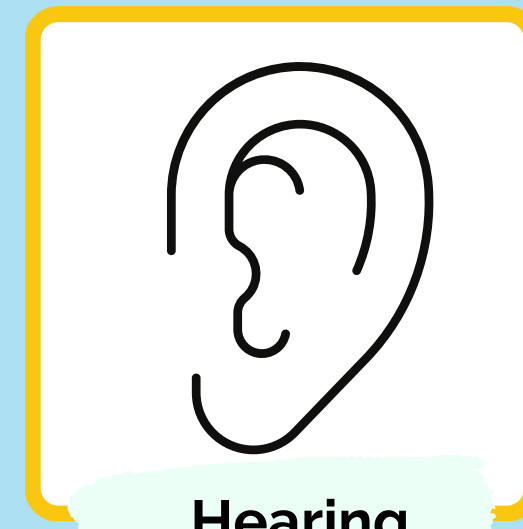
Touch



Sight



Taste



Hearing



Smell

Some people have sensory challenges.



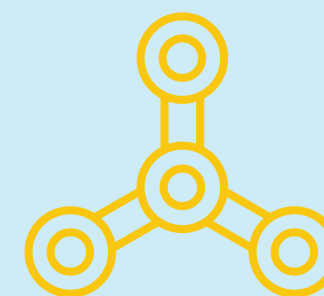
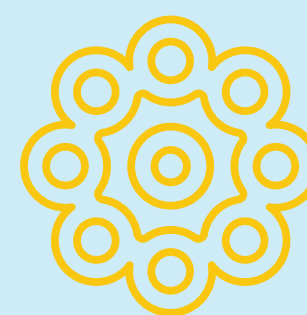
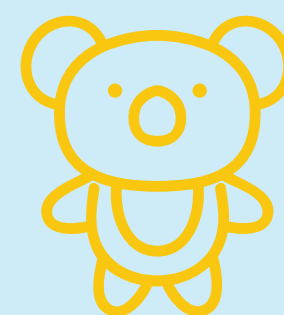
Lots of people use sensory tools to help them

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- **absorb information**

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Some common items include

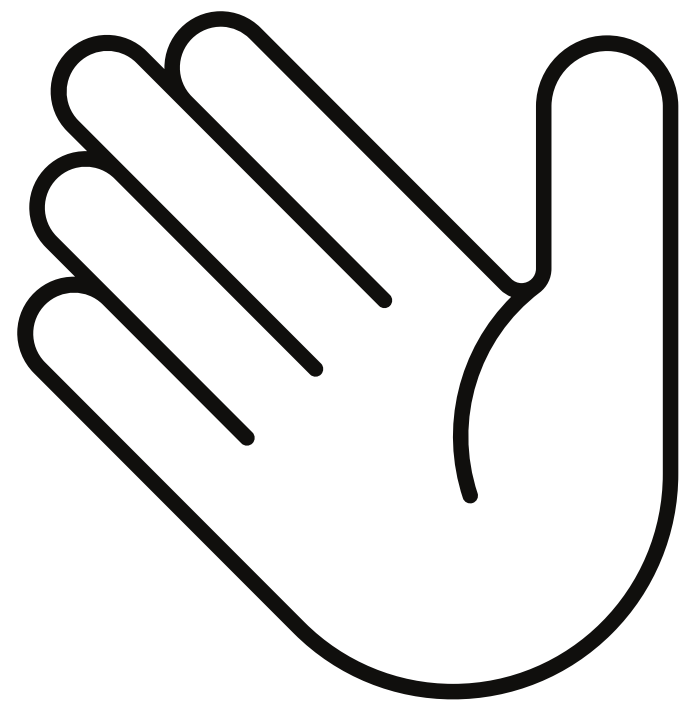
- weighted animals
- fidget toys
- balance items
- ear muffs



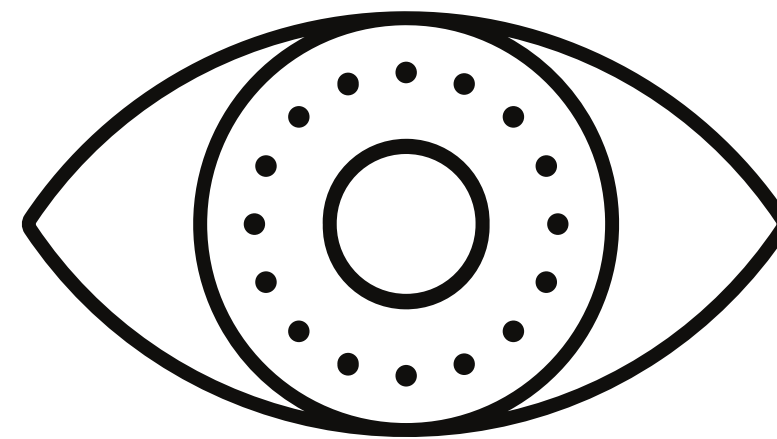
SENSES ACTIVITY



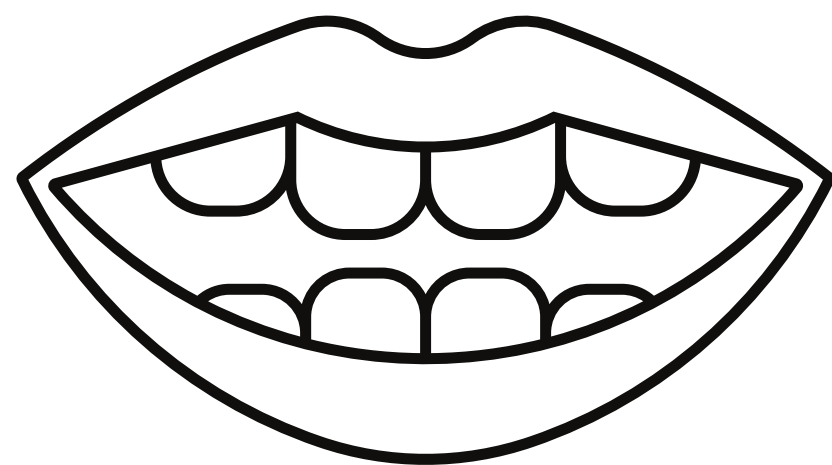
5 ^{main} senses



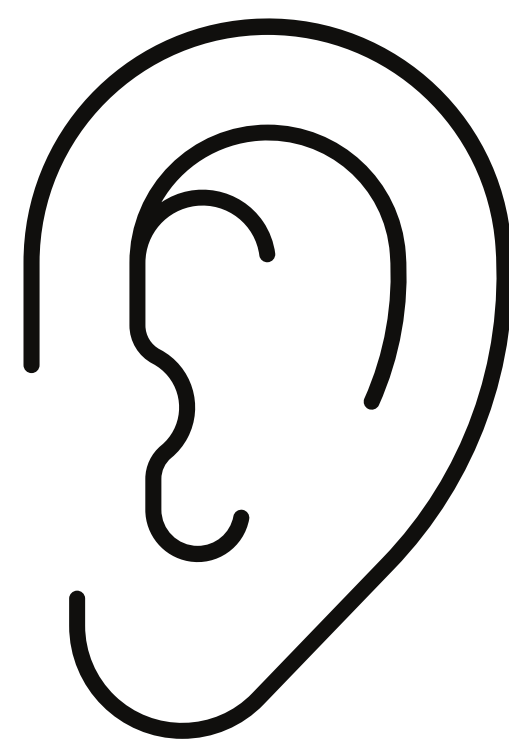
Touch



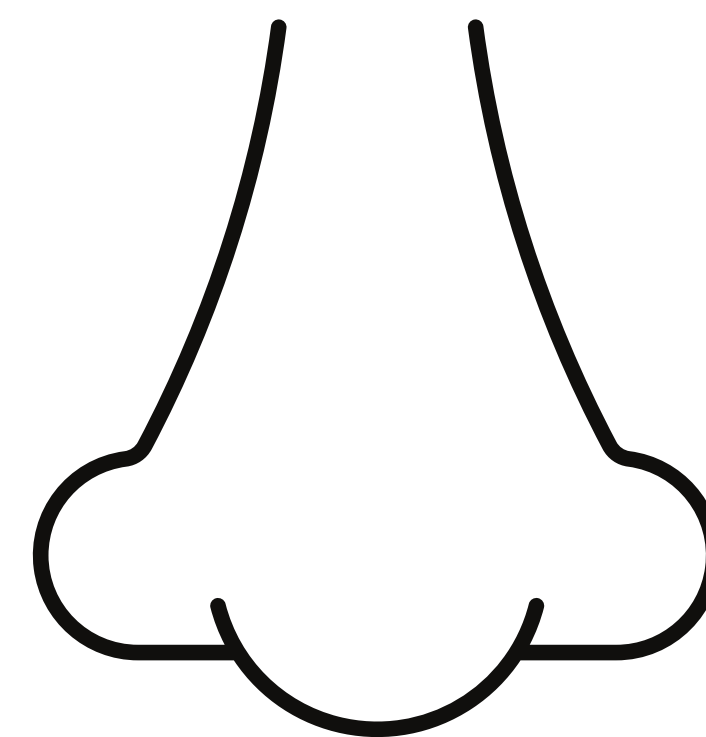
Sight



Taste



Hearing



Smell

As we sit together, I am going to ask you to pause
and think about some questions.

These questions are going to use our
5 main senses to recognise what is around us.

It might be helpful for you to close your eyes.

WHAT CAN YOU
HEAR?



COULD YOU **HEAR...**

- **your heartbeat**
- **your breathing**
- **birds outside**
- **someone sniffing**
- **cars on the street**



WHAT CAN YOU
FEEL?

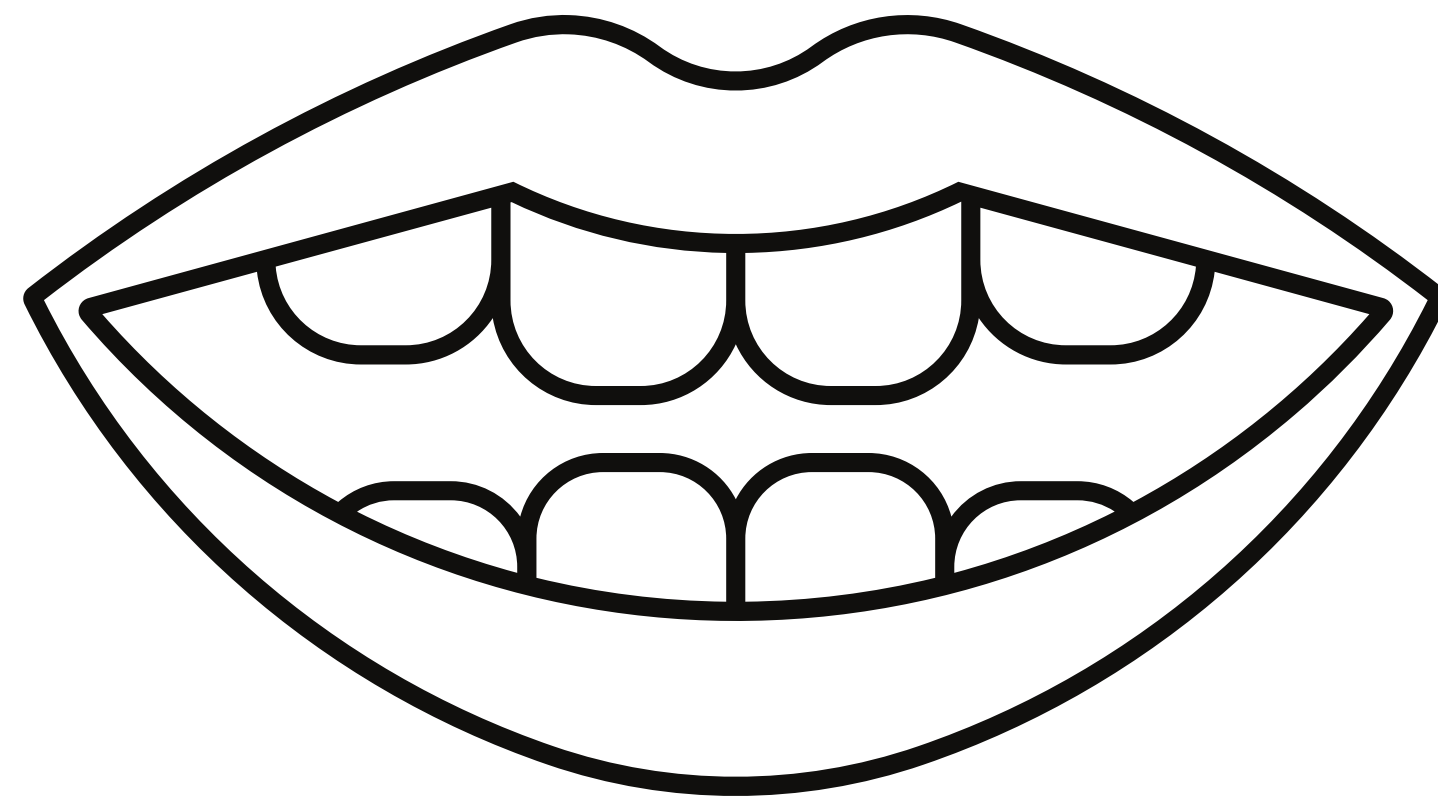


COULD YOU **FEEL...**

- **the floor under your bottom**
- **what your hands are touching**
- **your shoes on your feet**
- **your hair on your face**
- **the breeze from the open window**



WHAT CAN YOU **TASTE?**

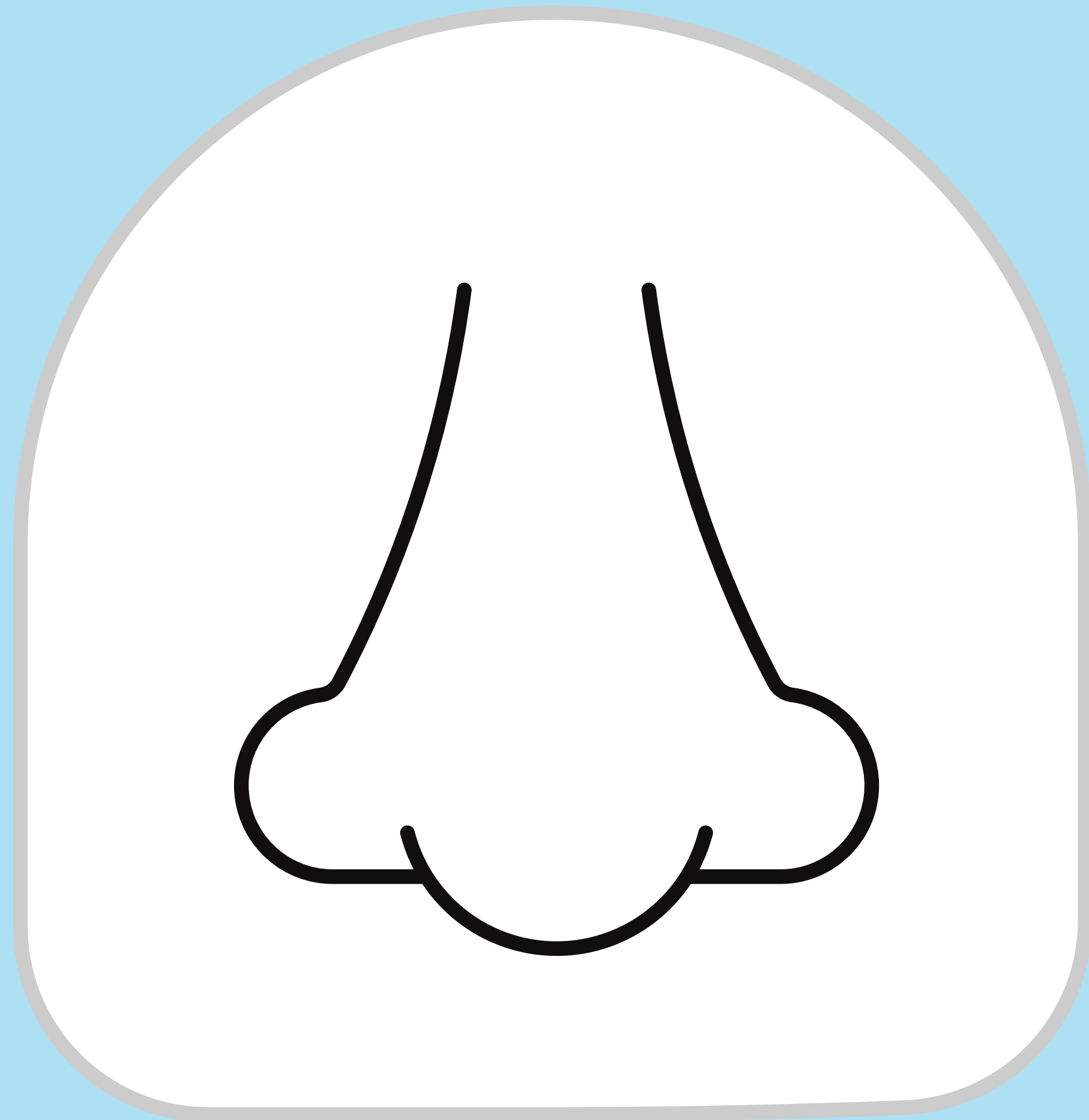


COULD YOU TASTE...

- your lunch lingering in your mouth
- if you were to eat an ice cream would it taste **sweet**, **sour**, **bitter** or **salty**



WHAT CAN YOU
SMELL?



COULD YOU **SMELL...**

- **the grass that has just been cut**
- **shampoo/soap on your body**
- **your stinky shoes**
- **the bin**
- **a candle**



Now open your eyes

WHAT CAN YOU **SEE?**



COULD YOU **SEE...**

- **the colour of the walls**
- **lots of different faces**
- **the colours in the carpet**
- **something very far away**
- **your own nose**





Artist:

a person who creates art

There are 7 different forms of art

Painting



Sculpture



Literature



Architecture



Cinema



Music



Theater



Sometimes artists make art
just for people to
enjoy



Art for enjoyment



However,

sometimes artists make

art with

more than one

purpose

An artist created this large sculpture.

It was created to be

beautiful

but...

can you
guess what **else**
this sculpture was
designed for?



It was also
designed to be:
a slide!
a playground!



Sensory Tool



Calming Music



Sculpture Table



Glass Lamp



Mosaic Chair



Stained Glass Window



Educational Book



More examples of art with a purpose

First Nations Rock Art



Sandwich Art



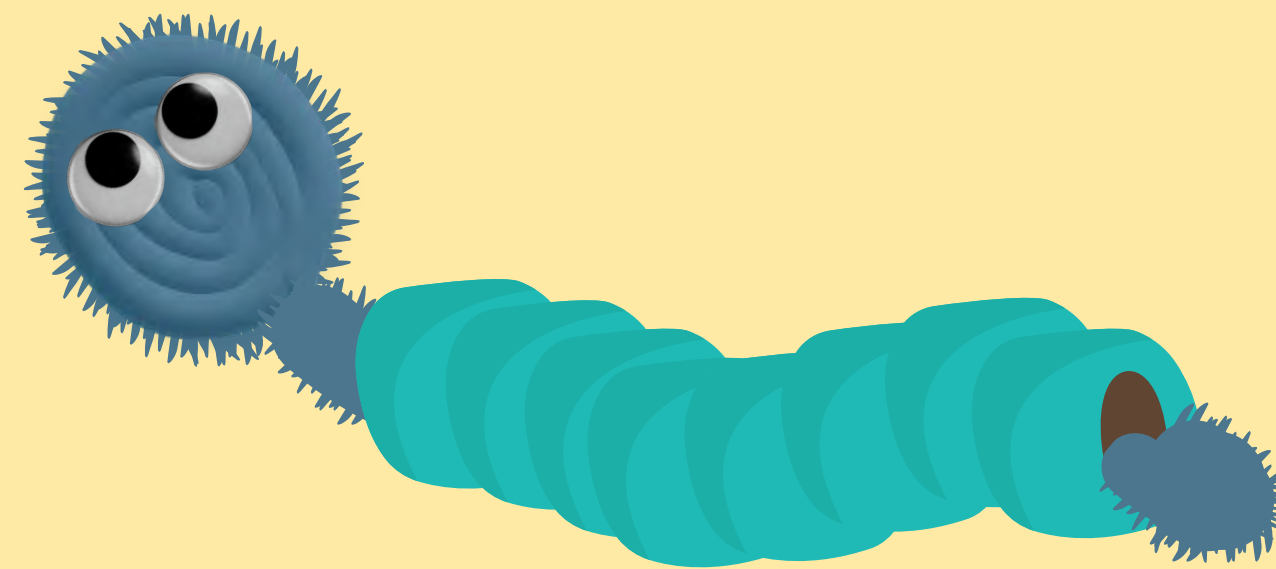
Painted Bowl



Make your own

Wiggler

Caterpillar/Tangle



**This Wiggler can be used to hold,
fidget with and manipulate.**

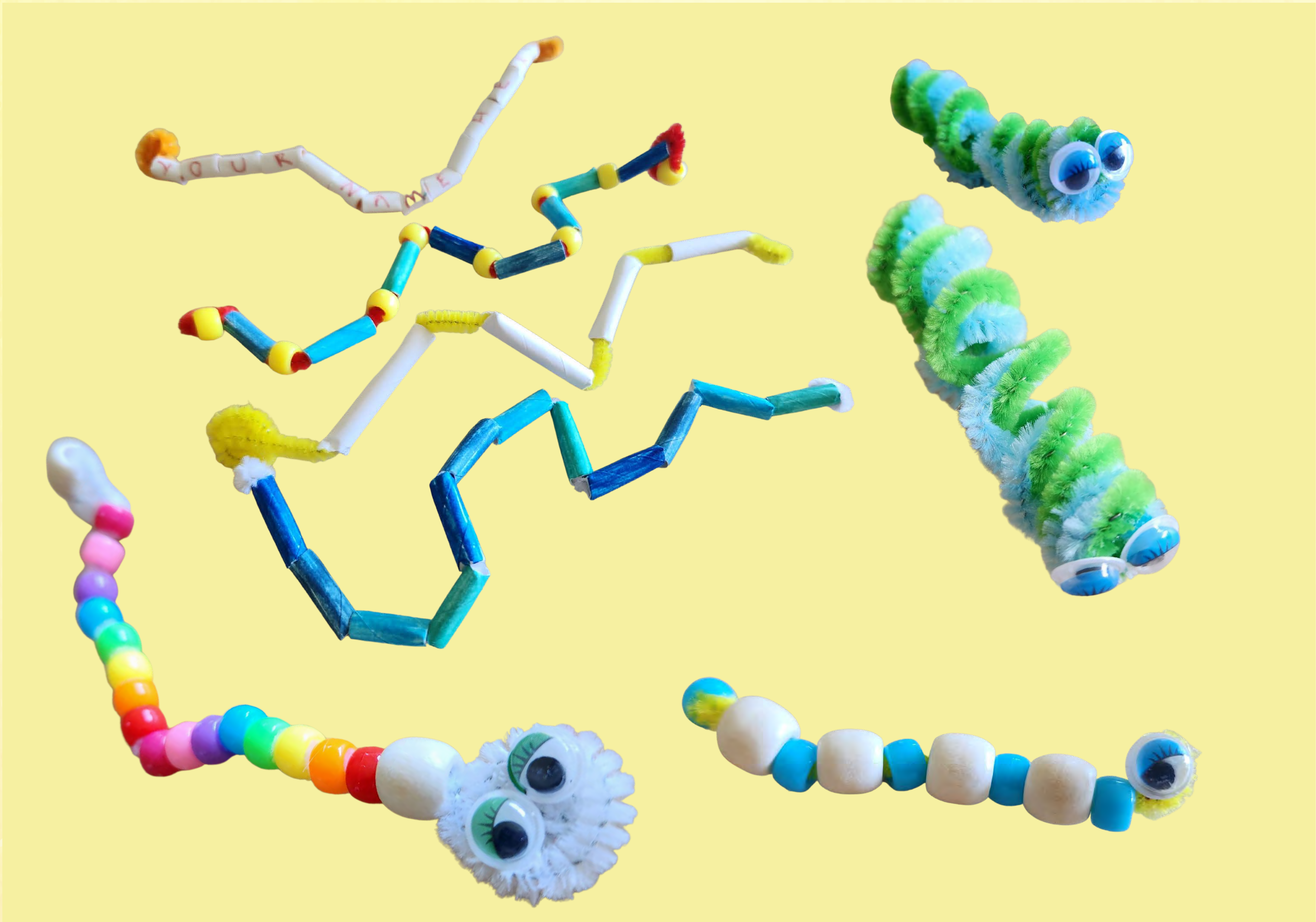
It is great to use for

focus

calming

grounding

distraction



Materials and equipment

Each student needs:

- Pipe cleaner



- 6 - 10 beads



- 1 straw



- Googly eye



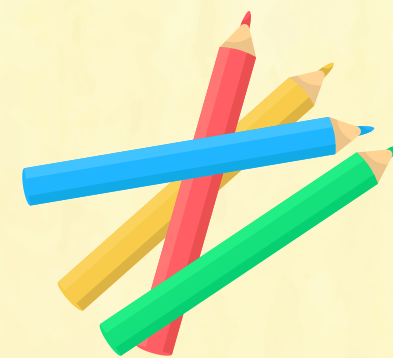
- PVA glue



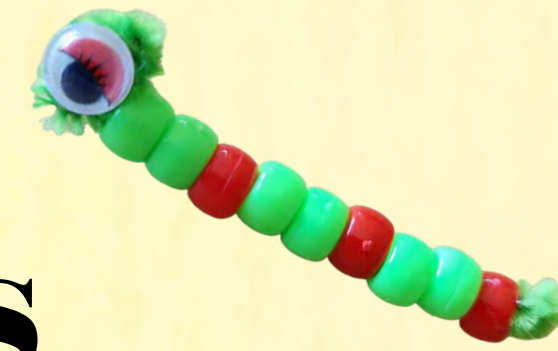
- Scissors



- Pencils/crayons/textas



Caterpillar Steps

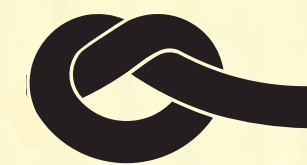


1

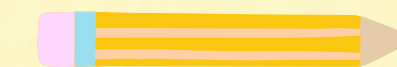
- 1 Cut pipe cleaner to size. (roughly 15 - 20 cm long)



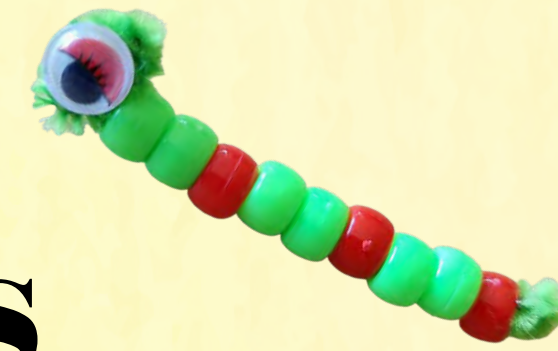
- 2 Knot one end of the pipe cleaner several times to create a head shape.






- 3 **Optional:** wrap the pipe cleaner around a pencil to produce a spiral shape.



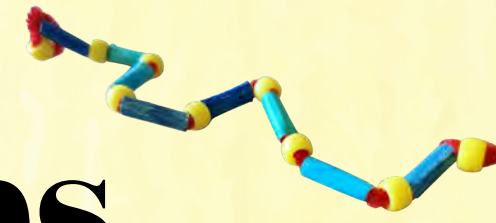
Caterpillar Steps






2

- 4 Thread beads onto the end of the pipe cleaner. 
- 5 Knot the other end of the pipe cleaner to secure the beads. 
- 6 Glue a googly eye onto the head. 

Tangle Steps



- 1** If you are using plain paper straws, decorate your straw using colouring in materials. 
- 2** Cut up straws into small pieces. (roughly 2 cm each) 
- 3** Knot end of the pipe cleaner several times to create a stopper. 

Tangle Steps

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4 Thread the straw pieces onto the pipe cleaner.

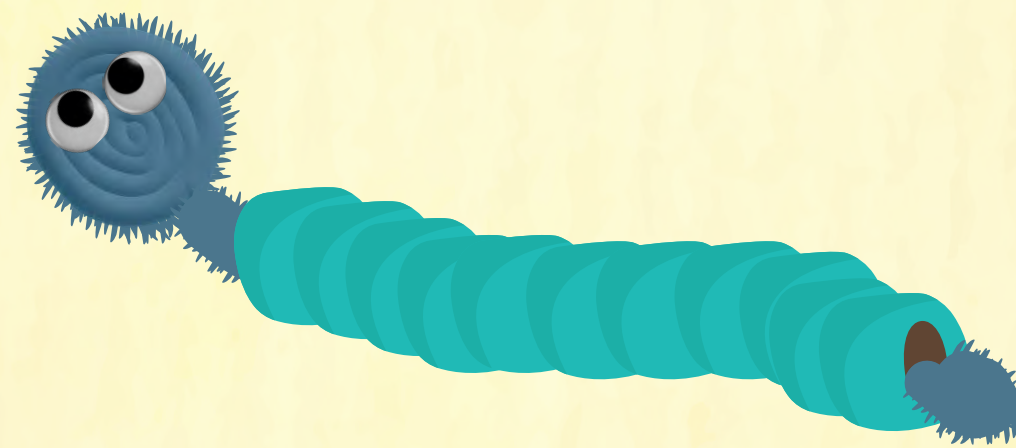


5 Knot the other end of the pipe cleaner to secure the straw pieces.



Notes

To save students needing to use scissors when creating the caterpillar, cut the pipe cleaners to size prior to the lesson.



Wiggler Reflection

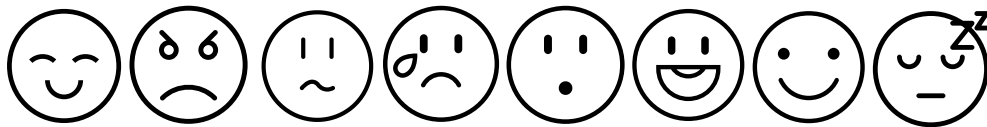
Name: _____



My Wiggler will help me feel:

happy sad calm angry

I can use it when I feel:

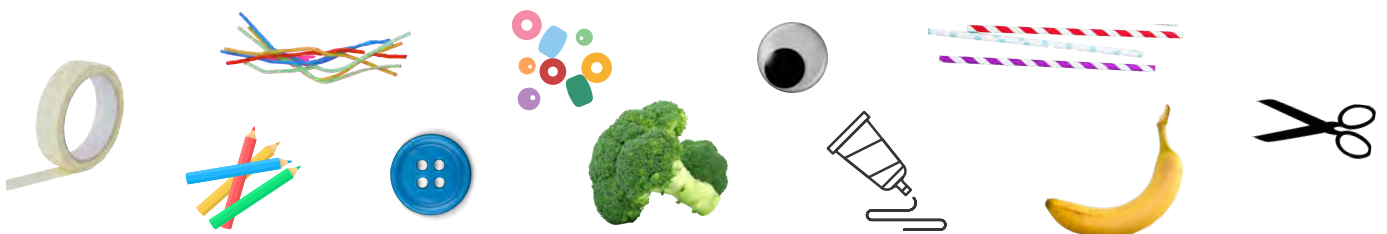


My Wiggler is:

fun scary calming loud quiet



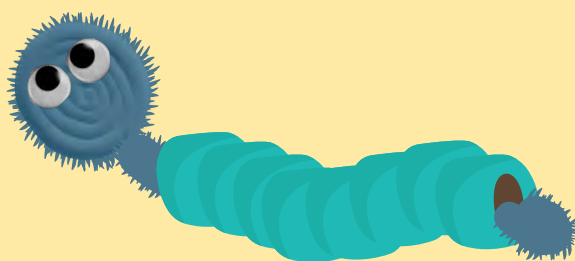
To make it I used:



Early Stage One

Wiggler

Teacher Guide



Wiggler Teacher Guide

Uses & Benefits

This Wiggler can be used to hold, fidget with and manipulate. It is great to use for focus, calming, grounding and distraction.

Materials & Equipment

Each student needs:

Pipe cleaner

6 - 10 beads

1 straw

Googly eye

PVA glue

Scissors

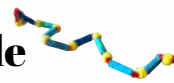
Pencils/crayons/textas

How to make - Caterpillar



1. Cut pipe cleaner to size. (roughly 15 - 20 cm long).
2. Knot one end of the pipe cleaner several times to create a head shape.
3. Optional: wrap the pipe cleaner around a pencil to produce a spiral shape.
4. Thread beads onto the end of the pipe cleaner.
5. Knot the other end of the pipe cleaner to secure the beads.
6. Glue a googly eye onto the head.

How to make - Tangle



1. If you are using plain paper straws, decorate your straw using colouring in materials.
2. Cut up straws into small pieces (roughly 2 cm each).
3. Knot one end of the pipe cleaner several times to create a stopper.
4. Thread the straw pieces onto the pipe cleaner.
5. Knot the other end of the pipe cleaner to secure the straw pieces.

Notes

To save students needing to use scissors when creating the Tangle, cut the pipe cleaners to size prior to the lesson.

Wiggler Reflection

Name: _____



My Wiggler will help me feel:

happy sad calm angry

I can use it when I feel:



To make it I used:

