

Lesson Plan

Unit Name: Sensory Awareness Through Creative Arts

Stage: Stage One

Lesson name: *Squishy Balls*

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 “Squishy Ball” that can be used to hold, fidget with, smell and manipulate. This sensory tool is great to help with focus, calming, grounding and distraction.

Students will start the lesson by playing the card game; memory. This warm-up introduces them to the 5 main senses. They will then view slides that present the importance of sensory tools to those experiencing sensory challenges. They will learn how some people need extra help to concentrate and that sensory tools, such as fidget tools can help them focus. 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. Prior to constructing their own Squishy Ball, students answer prompts relating to the usability of their Squishy Ball.

Students will then reflect on their learning by communicating the impact their sensory tool could have on their self-management skills as well as commenting on the materials used in their artwork.

Lesson Outcomes

A student will learn to:

- think about how they can work in similar ways to artists in their making of artworks
- explore different kinds of subject matter and concepts in their making of artworks
- take into account various factors when talking about art (e.g. details within an artwork, what the work is about and what the artist has done)
- practise strategies they can use to support their own and others’ health, safety and wellbeing
- identify and participate in opportunities that promote healthy decisions
- describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, e.g. excitement, feeling anxious, fear.

A student will learn about:

- how artists make artworks for different reasons
- the diversity of kinds of things that are made as art (eg paintings, drawings, sculptures, photographs).

Syllabus Outcomes	Teaching, Learning and Assessment
<p><u>Creative Arts</u> Making VAS1.2 Uses the forms to make artworks according to varying requirements.</p> <p>Appreciating VAS1.3 Realises what artists do, who they are and what they make. VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.</p> <p><u>Science and Technology</u> ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity. ST1-6MW-S identifies that materials can be changed or combined.</p> <p><u>English</u> EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions.</p>	<p>TEACHING - <u>Learning intention</u></p> <p>Warm-up</p> <ol style="list-style-type: none"> 1. <u>Create own senses memory game</u> warm-up to improve attention and concentration <p>There are five different memory puzzles.</p> <ul style="list-style-type: none"> • Puzzle 1 - Each student gets a sheet of 18 blank cards. On those cards they are to draw 9 different pictures. They then copy each picture again so each of the 9 pictures appears twice. Students then cut out all 18 cards and flip them upside down. This game can be played individually or in pairs. If playing in pairs, you may choose for the students to share the one sheet (9 pairs) or for a challenge, both students may create their own set and then combine the cards (18 pairs). • Puzzle 2 - Students cut out all 20 cards (10 pairs). In this puzzle, there are 2 different pairs of cards for each sense. For example, the first pair of cards for <i>taste</i> are the 2 pictures of the mouth. The second pair of <i>taste</i> cards are the 2 cards that say the word “taste”. • Puzzle 3 - Students cut out all 20 cards (10 pairs). In this puzzle, there are 2 different images of each of the 5 main senses. Students must match the matching images. For example, the first pair of cards for <i>hearing</i> are the 2 pictures of the ear. The second pair of <i>hearing</i> cards are the 2 pictures of the ear with the hearing aid. • Puzzle 4 - Students cut out all 10 cards (5 pairs). In this puzzle, students must match the different sense names with their corresponding picture. For example, if they flip over the card that says “touch” they then have to match it with the card that displays a picture of a hand. • Puzzle 5 - This is the beginner level. Students cut out all 10 cards (5 pairs). They then flip the cards upside down and try to find the pairs.

PDHPE

PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations

PD1-9 demonstrates self-management skills in taking responsibility for their own actions.

PD1-10 describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong.

LEARNING

Lesson Content

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.
 - *We have 8 senses but there are 5 that we call our “main senses”.*
 - *Some people have sensory challenges.*
 - *Sensory tools are useful for helping people stay calm, feel safe and concentrate.*
 - *Some examples of sensory tools are: weighted animals, fidget tools (squishy balls, spinners, cubes, putty) balance items (boards, cushions) ear muffs.*

2. Display [An Artist...](#)
Discuss with students:
 - *What is an artist?*
(A person who creates art using skill and imagination.)
 - *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.)

3. Prior to constructing their own Squishy Ball, students complete the [Squishy Ball Planning Sheet](#).

On the sheet they will answer the following prompts:
 - Synonyms for anxious
 - I feel anxious when...
 - Ways I can calm myself down
 - I want my Squishy Ball to look like...
 - I am making this ball because...
 - This ball will help me feel...

4. Display [Squishy Ball Instructions](#)
Squishy balls can be used to hold, fidget with, smell and manipulate. They are great to help with focus, calming, grounding and distraction.

	<p>You may choose to print a copy of the instructions (pages 5 - 9) for students to use, and/or display the slides for students to follow.</p> <p>5. Students create their own Squishy Ball.</p> <p>Group Activity: Reflection</p> <p>Students may complete the Squishy Ball Reflection Sheet individually, or you may choose to have a class discussion lead by the following guiding questions:</p> <ul style="list-style-type: none"> - <i>Why did we make these squishy balls?</i> - <i>When would be a good time to use my squishy ball?</i> - <i>Who else could this sensory tool help?</i> - <i>How could I help someone when they don't feel comfortable?</i> - <i>What materials did I use to create this sensory tool?</i> - <i>What happened when we combined the hair conditioner with the bicarbonate soda?</i> <p>Some students may benefit from completing the Differentiated Squishy Ball Reflection Sheet.</p> <p>Students would colour the faces that match the emotion for both of the following questions:</p> <ul style="list-style-type: none"> - <i>I could use my squishy ball when I feel...</i> - <i>My ball might help me feel...</i> <p>Students would then circle the two items (conditioner and bicarbonate soda) that were combined to make their ball squishy.</p>
<p>Adaptations, Considerations and/or Adjustments</p> <p>Note: Think about how this lesson may affect students in your class and make any of these adaptations that you feel necessary.</p>	<p>Physical:</p> <ul style="list-style-type: none"> - During the memory game warm-up it requires a lot of fine motor work. For students who have trouble handling scissors you may need to cut out cards prior to the activity, or pair students up. - Students may require assistance handling the equipment required to create their sensory tool. You may choose to pre fill balloons with the mixture and tie the knot, or have students work in pairs. <p>Vision:</p> <ul style="list-style-type: none"> - If you have students with vision challenges, the memory warm-up game could be played using something tactile (such as different size/smell/shape stickers) on the cards. - 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:**
- Include visuals to support lesson activities.
 - 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 discussion.
 - Ask targeted closed questions.
- EAL/D:**
- Select from puzzles 1, 3 and 5 for the warm up. These puzzles include no words, only pictures.
 - 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

- [Stage 1 Squishy Ball Teacher Guide](#)
- [Learning intention](#)
- [Senses memory game](#)

- [Sensory Tools Toolkit](#)
- [Sensory Session Toolkit Fact Sheet](#)
- [An Artist](#)
- [Squishy Ball Planning Sheet](#)
- [Squishy Ball Instructions](#)
- [Squishy Ball Reflection Sheet](#)

Resources for Adjustments (if applicable)

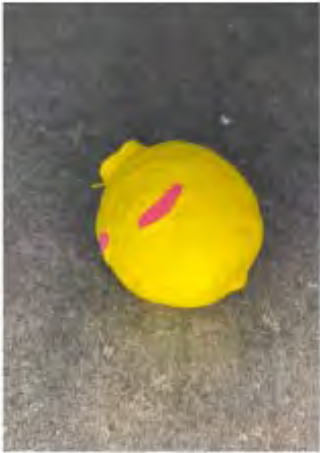
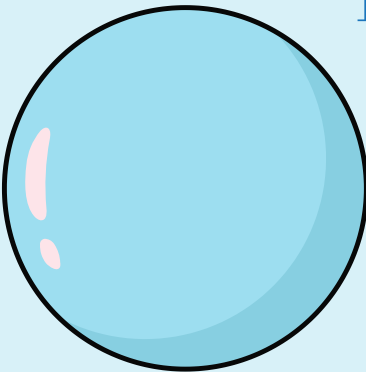
- [Differentiated Squishy Ball Reflection Sheet](#)

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:	

Stage One

Squishy Ball

Teacher Guide



Uses & Benefits

Squishy balls can be used to hold, fidget with, smell and manipulate. They are great to use for focus, calming, grounding and distraction.

Materials & Equipment

Materials for each student

- 2 x balloons
- $\frac{1}{8}$ cup x bicarbonate soda powder
- $\frac{1}{2}$ tbsp x fragrance-free conditioner
- Optional: essential oils.

Equipment

- $\frac{1}{8}$ cup measurement
- $\frac{1}{2}$ tablespoon measurement
- mixing bowl
- mixing spoon
- funnel
- scissors.

How to make

1. Place the bicarbonate soda and conditioner into a mixing bowl.
2. If you would like to use a fragrance in your squishy ball, add a couple of drops of essential oil to the mix.
3. Stir all ingredients together until they are well combined and smooth.
4. Secure the end of one balloon to the small end of the funnel.
5. Fill the balloon with the bicarb and conditioner mixture by pushing the mixture down the neck of the balloon and into the round part of the balloon. Use your fingers to poke the mixture through the top end of the balloon and pull it down the neck.
6. Remove the funnel and squeeze the round end of the balloon to remove all air. Tie a knot in the balloon as close to the round section as possible.
7. Cut the unfilled neck section of the balloon away as close to the knot as possible.
8. Take the second balloon and cut the long neck section close to the round end.
9. You may wish to cut small slits into the second balloon so that the under colour shows through to the top once it is secured over the first balloon.
10. To complete your squishy ball, wrap the second balloon around the filled balloon, covering the end with the knot in it. You can make small cuts in the top layer as shown in the first picture below so that the under colour shows through. You may even wish to draw a face on your squishy ball to give it some character.

Where to get supplies

You should be able to find all the ingredients for this activity at your local grocery store and craft shop.

Additional notes/considerations:

- Lavender and orange essential oils are known to be calming fragrances for most people. Please check with each student before assuming it is fine to add, as they may have an aversion to it which may cause distress.
- If you are unable to find a fragrance-free conditioner, look for a moisturiser like vitamin E cream, and substitute it.

Big Idea

Sometimes artists make art with more than one purpose.

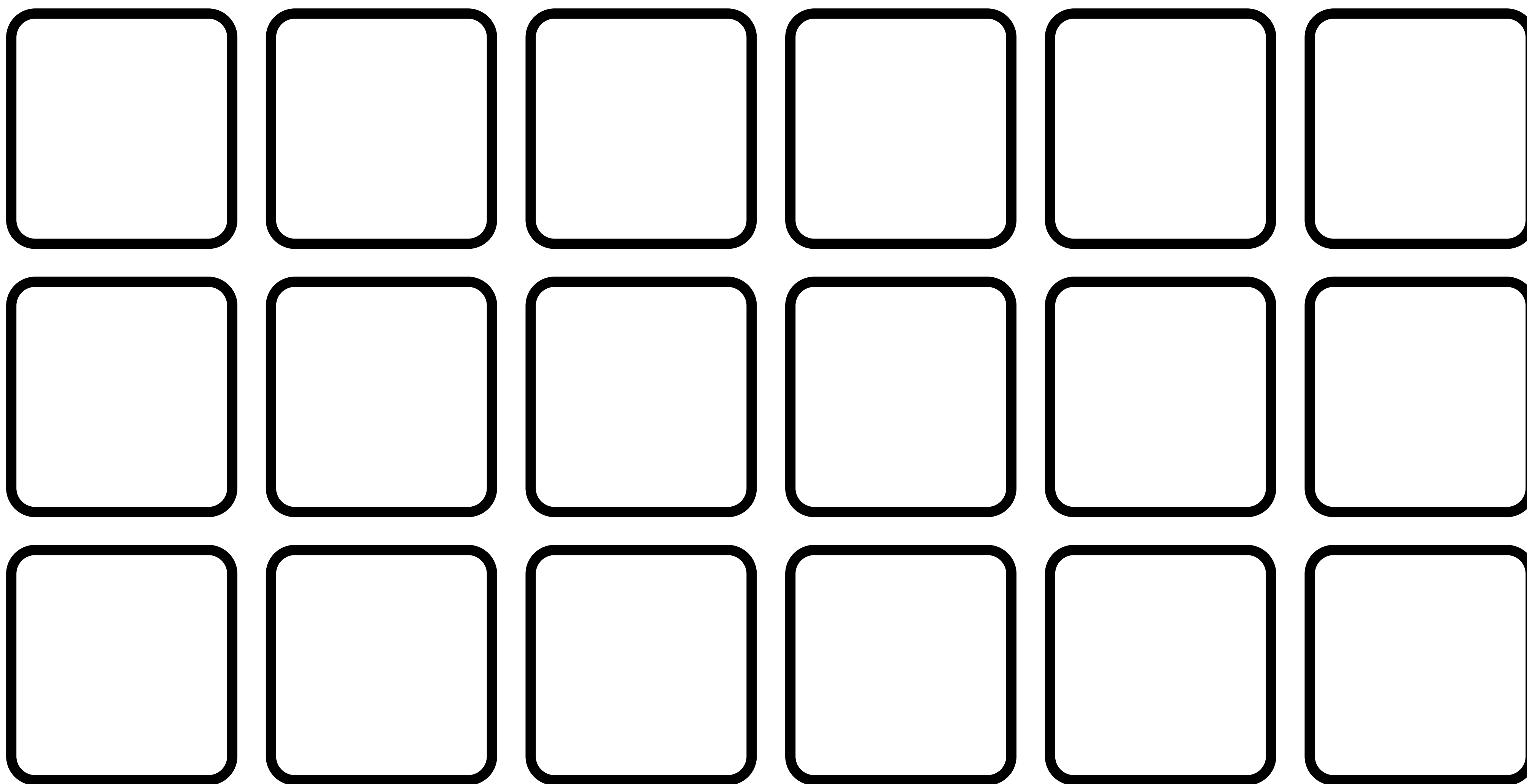
I am an artist and I can make a sensory tool
to help me be calm and concentrate.

Learning Intentions

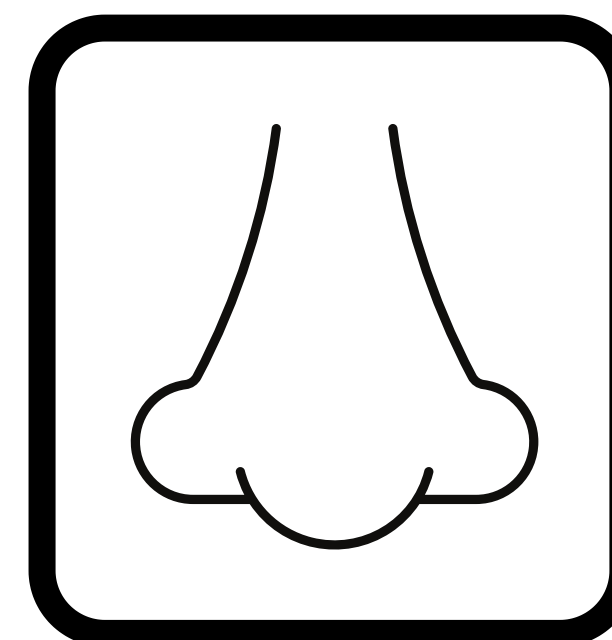
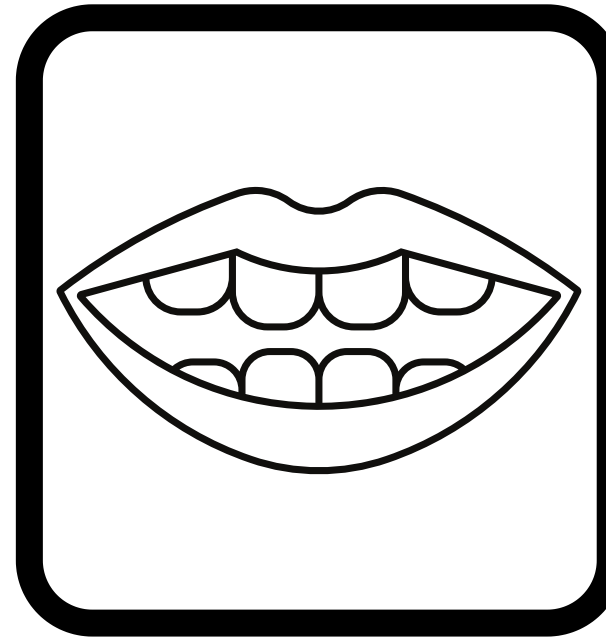
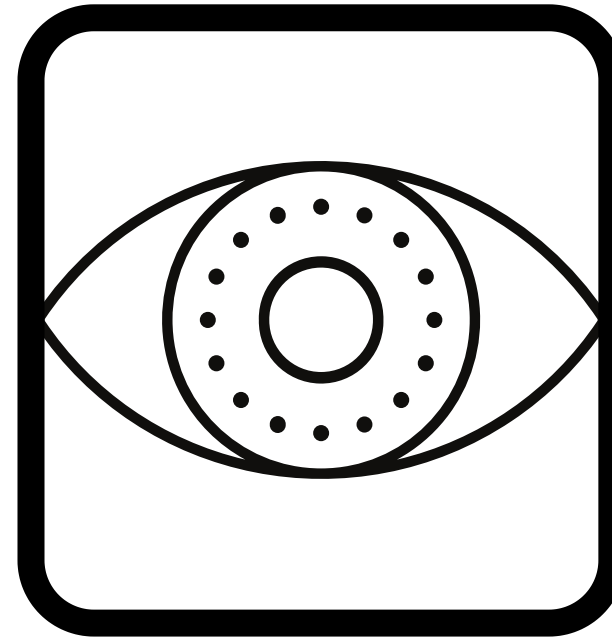
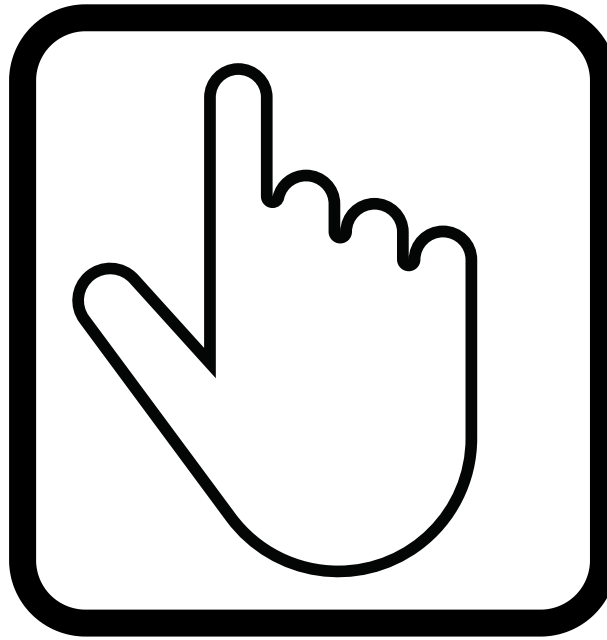
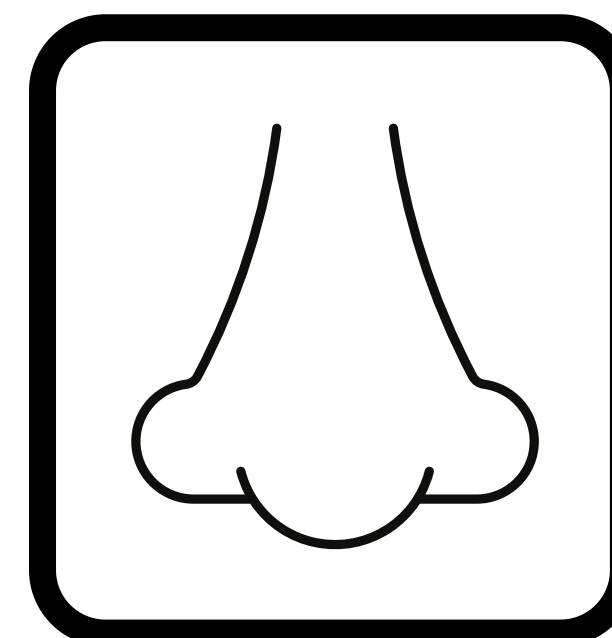
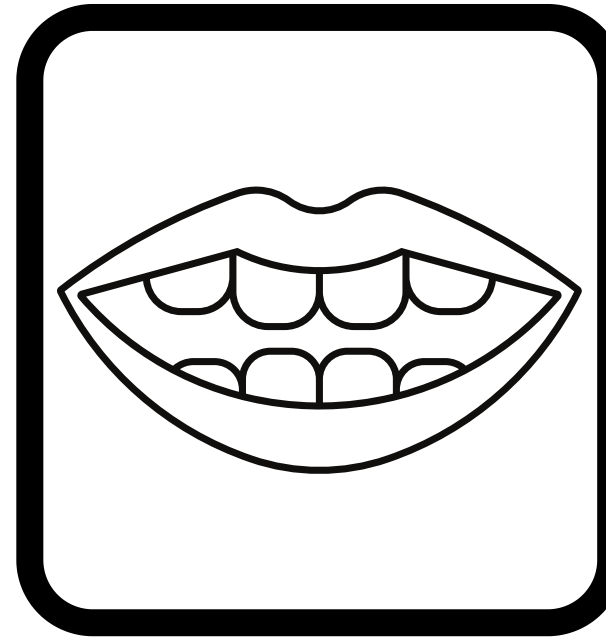
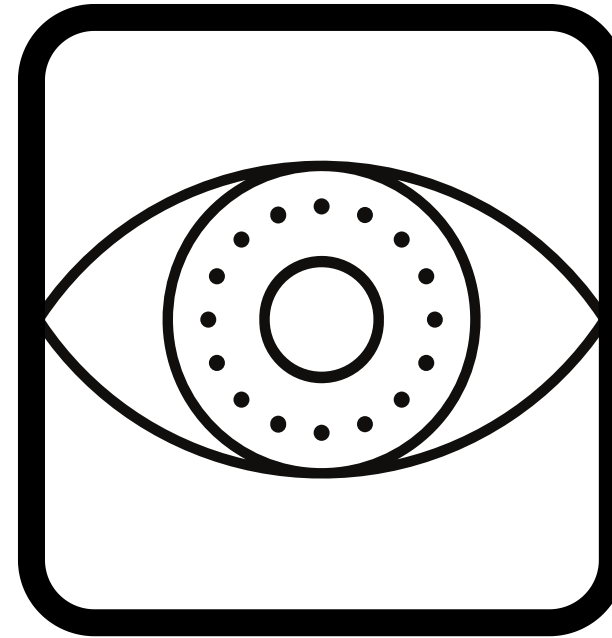
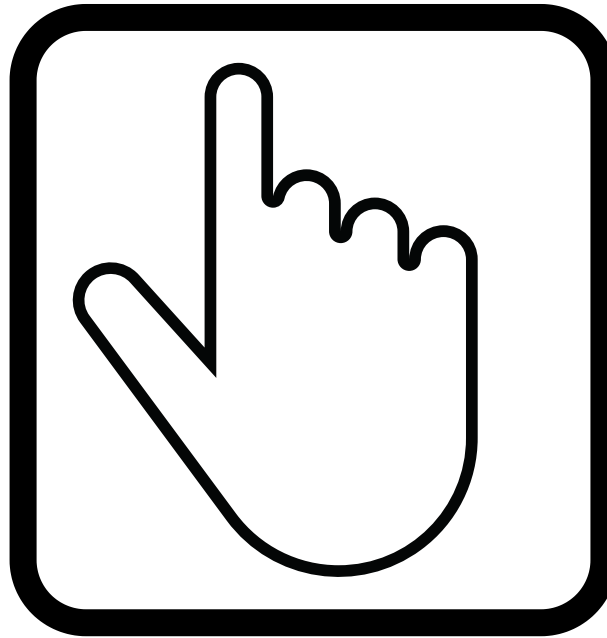
- I know who artists are, what they do and what they make
- I can use various materials and equipment to create a sensory tool
- I can describe and respond to what my artwork/sensory tool is used for
- I can communicate self-management skills and how my sensory tool will help with my emotions

Create your own game of Memory

1. Draw 9 different pictures onto the cards
2. Copy each picture so you have a pair
3. Cut out each card



Senses Memory



touch

sight

taste

hearing

smell

touch

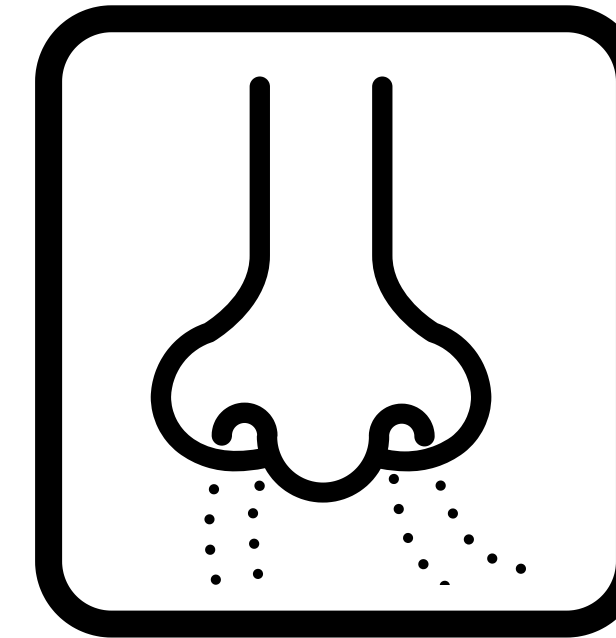
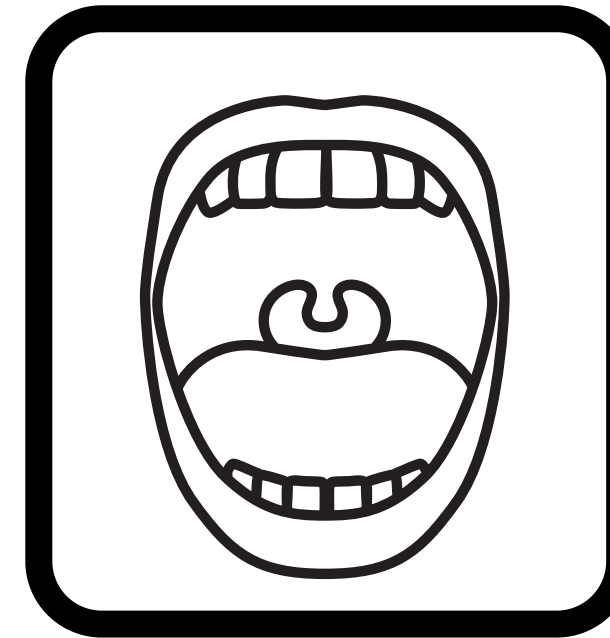
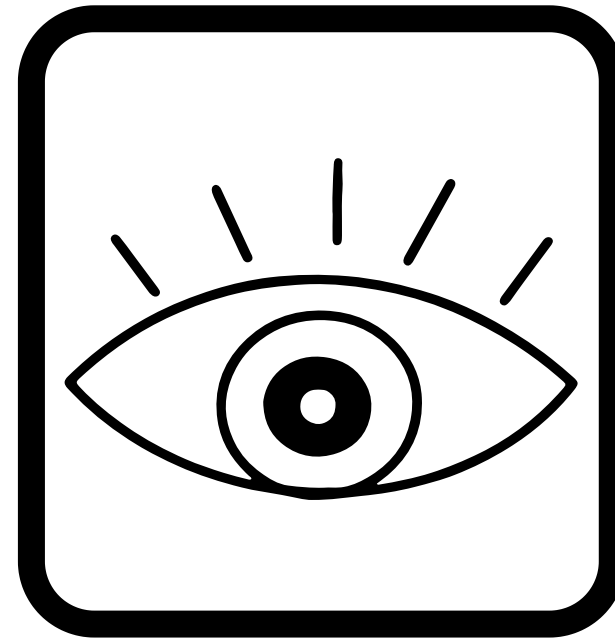
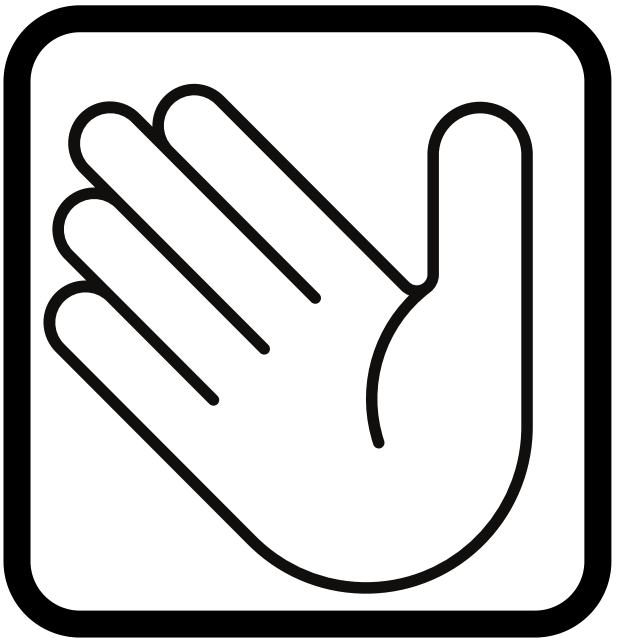
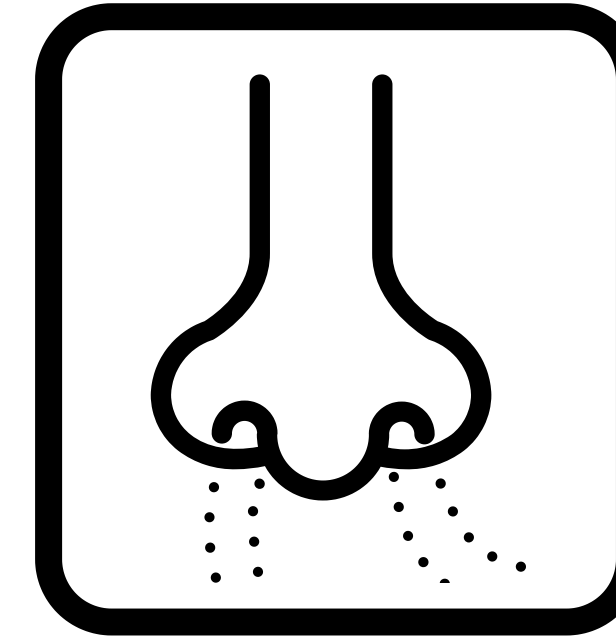
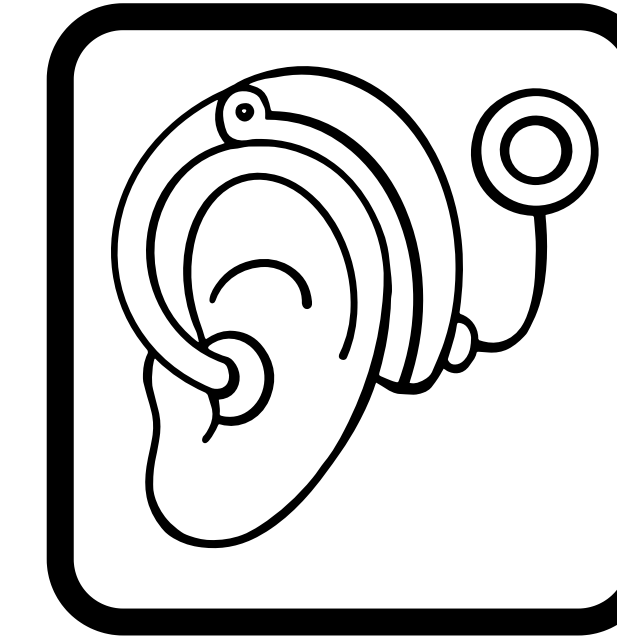
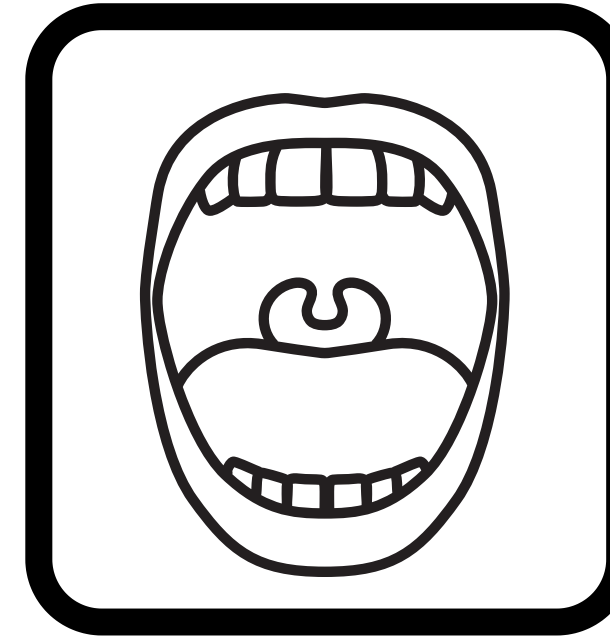
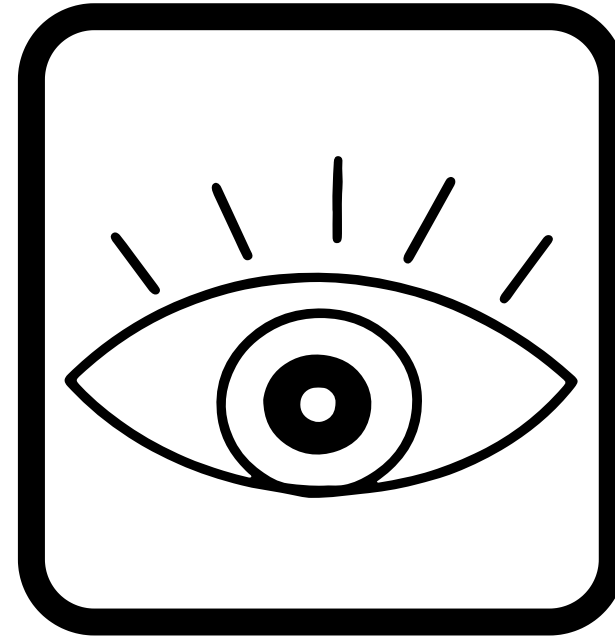
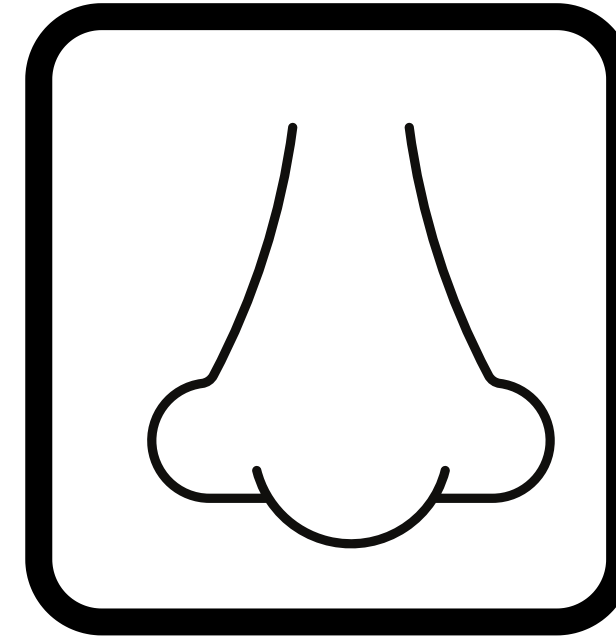
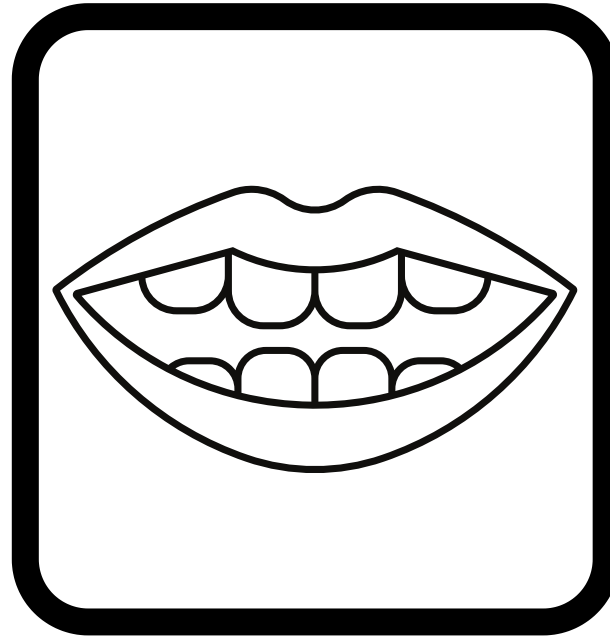
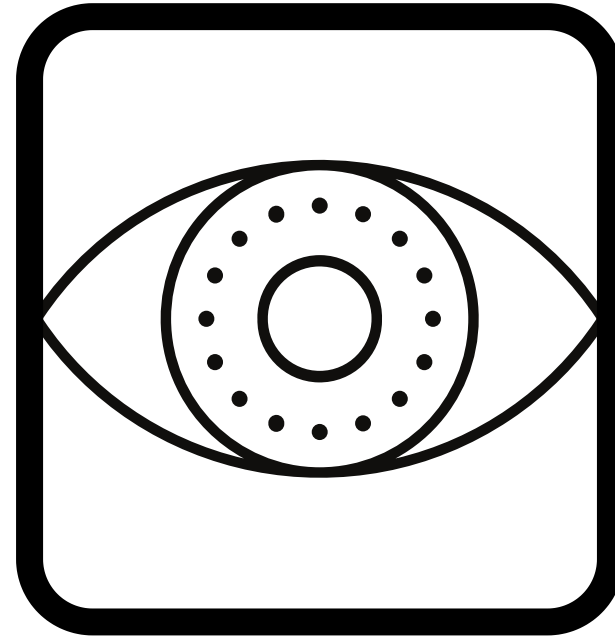
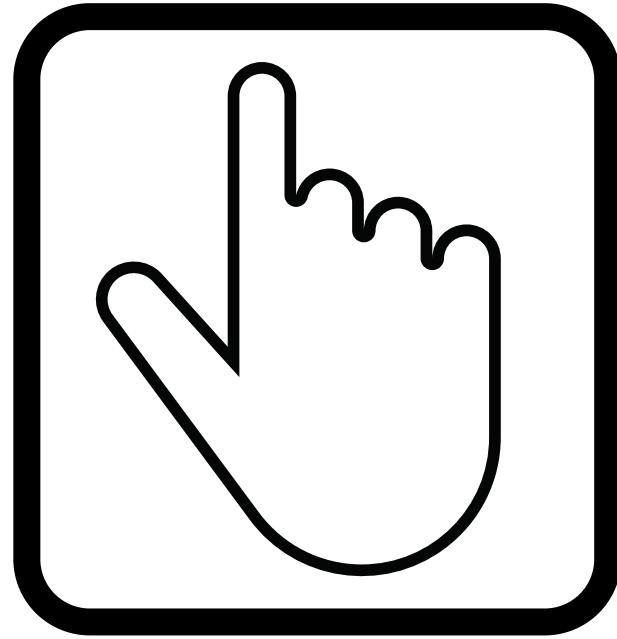
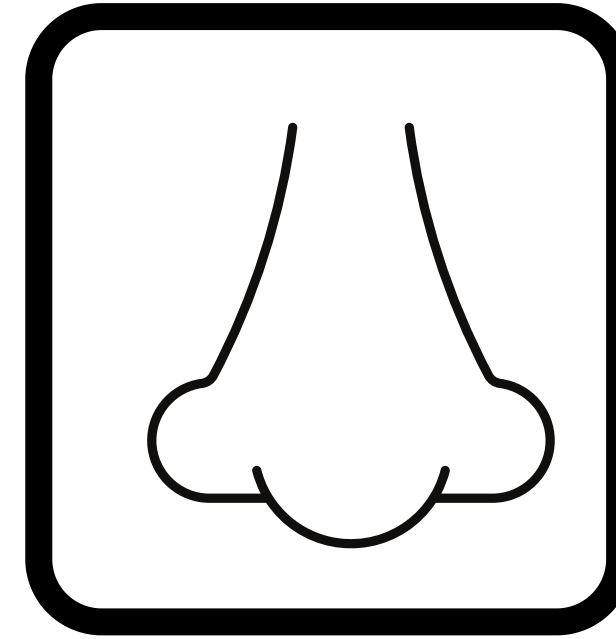
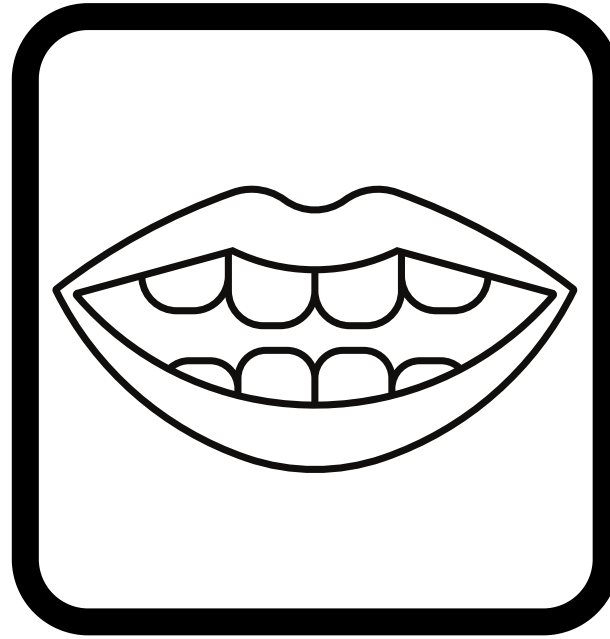
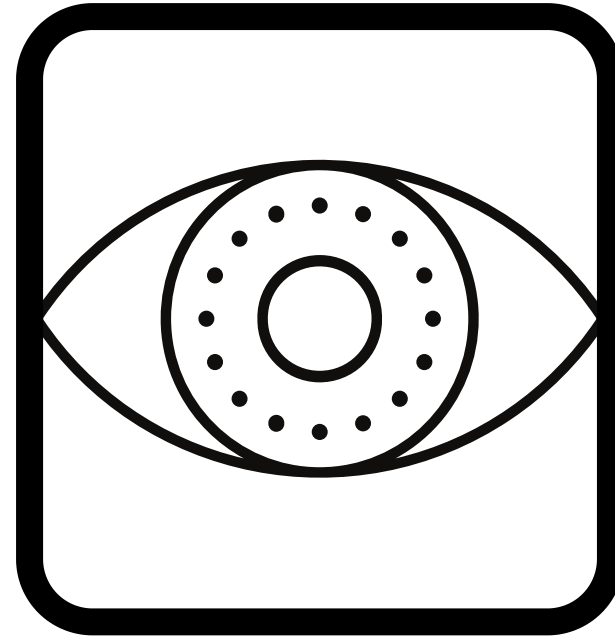
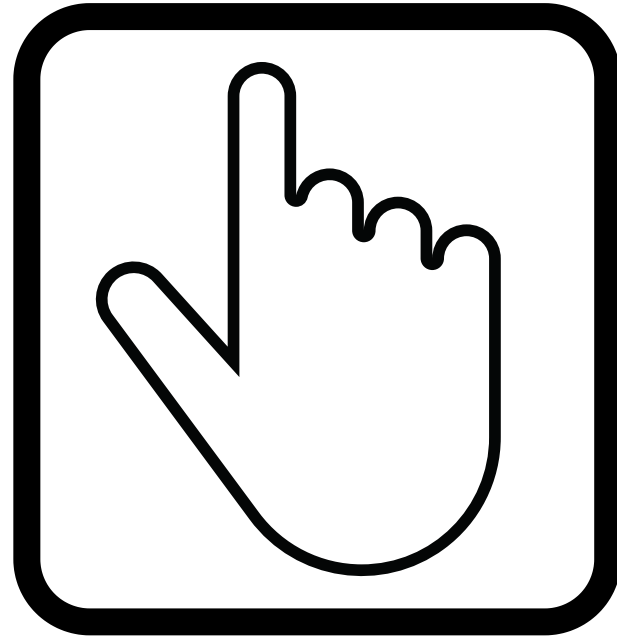
sight

taste

hearing

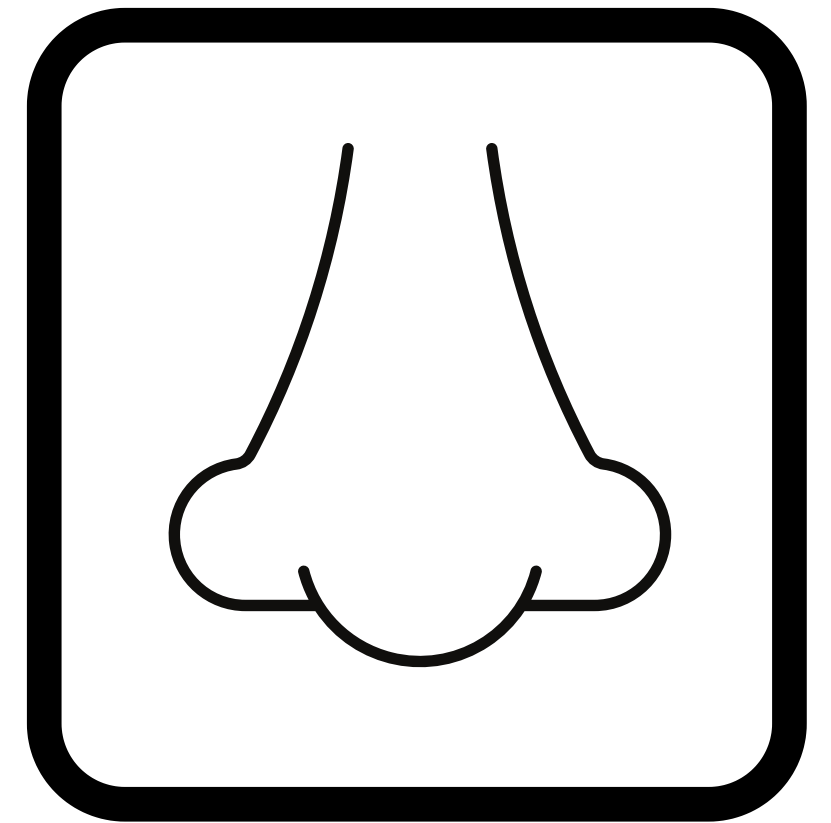
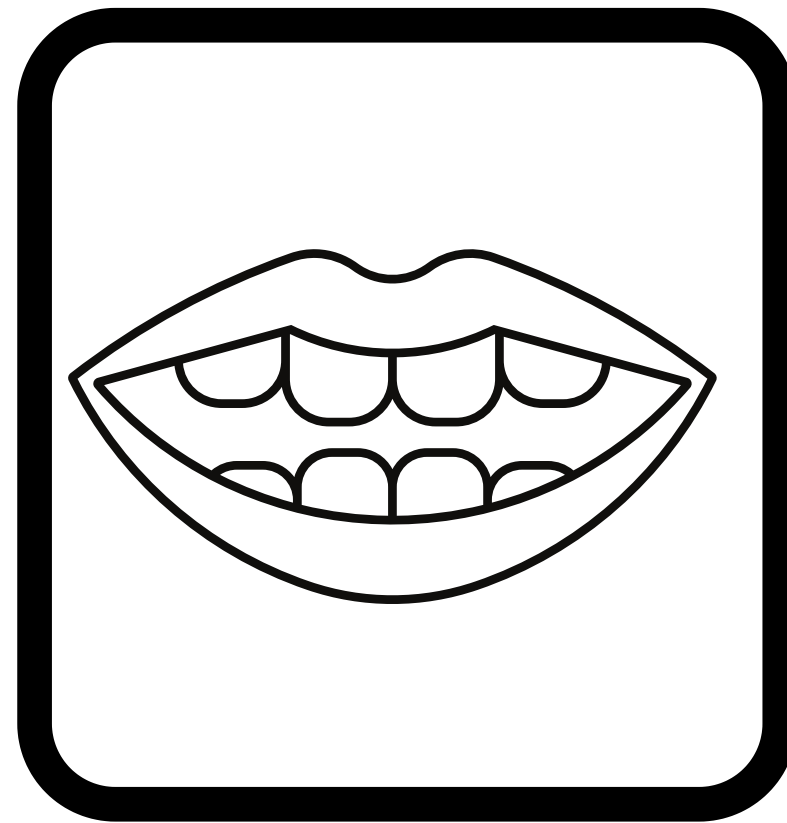
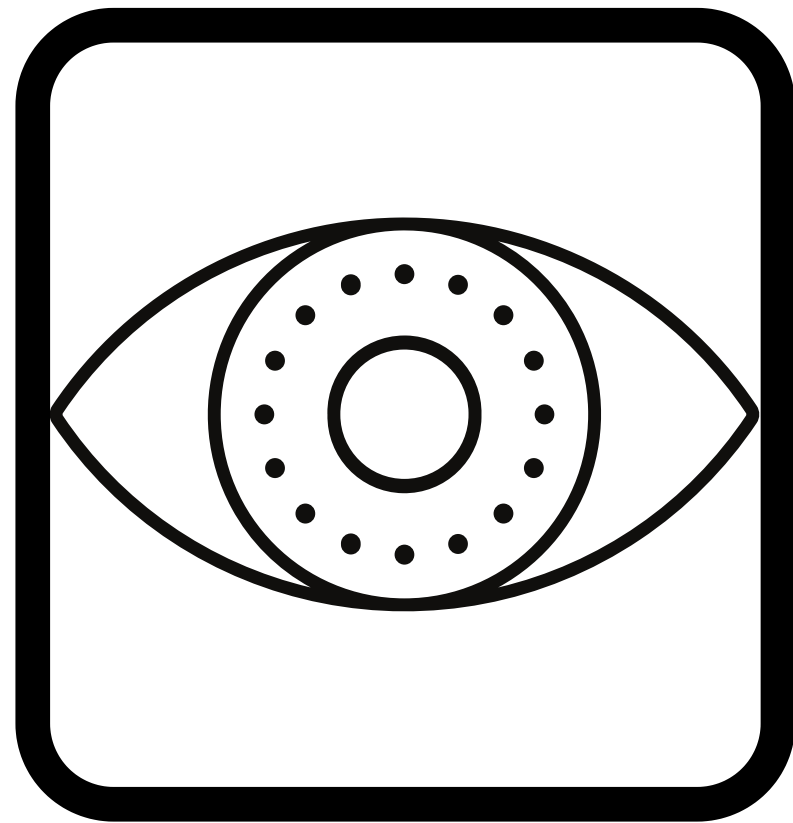
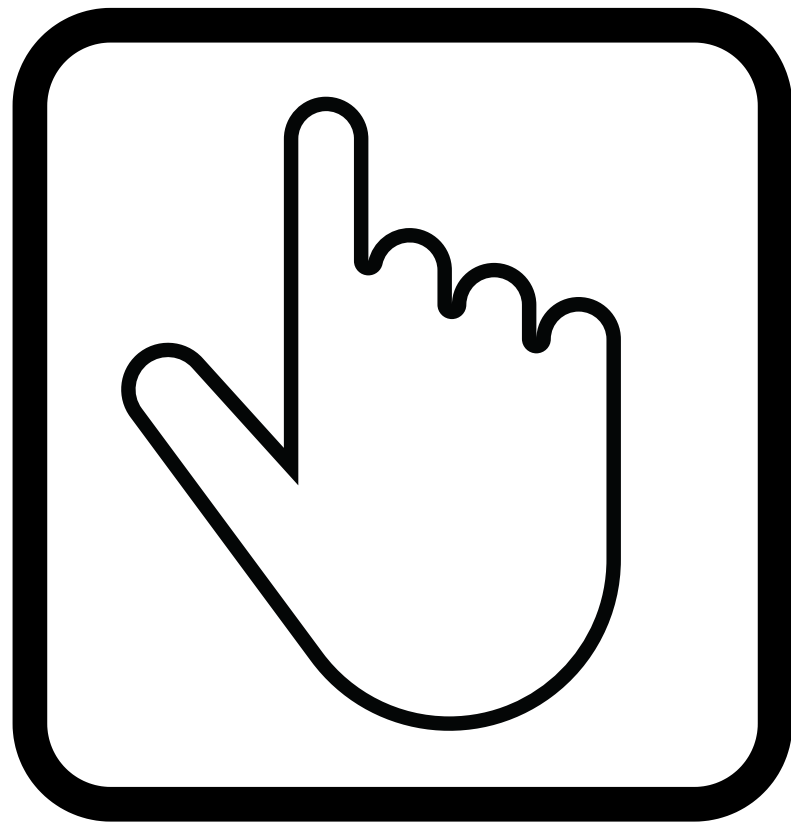
smell

Senses Memory



Senses Memory

Beginner



touch

sight

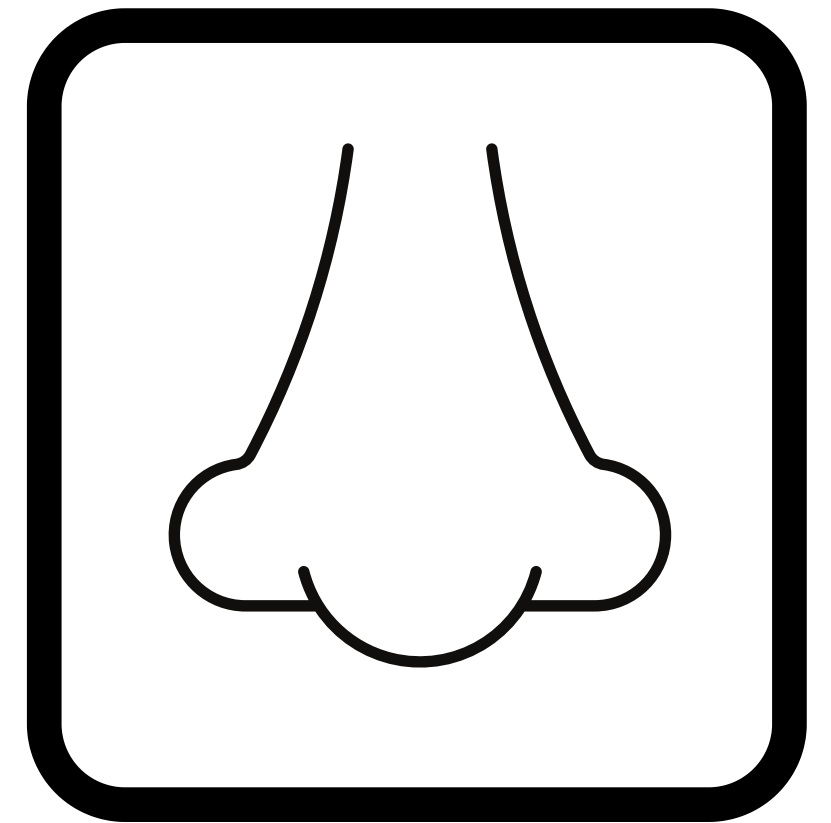
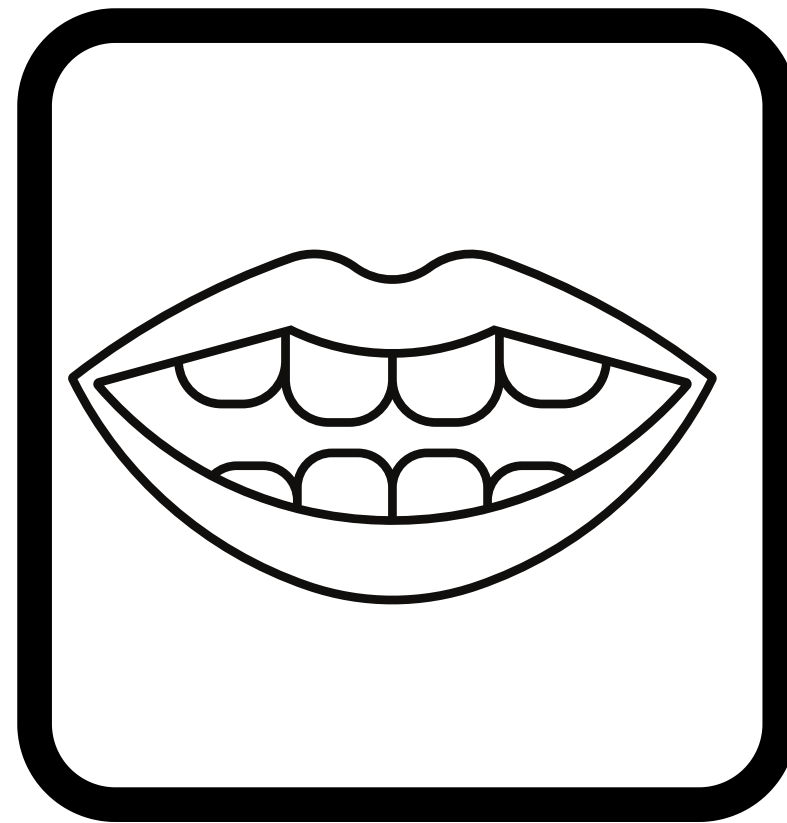
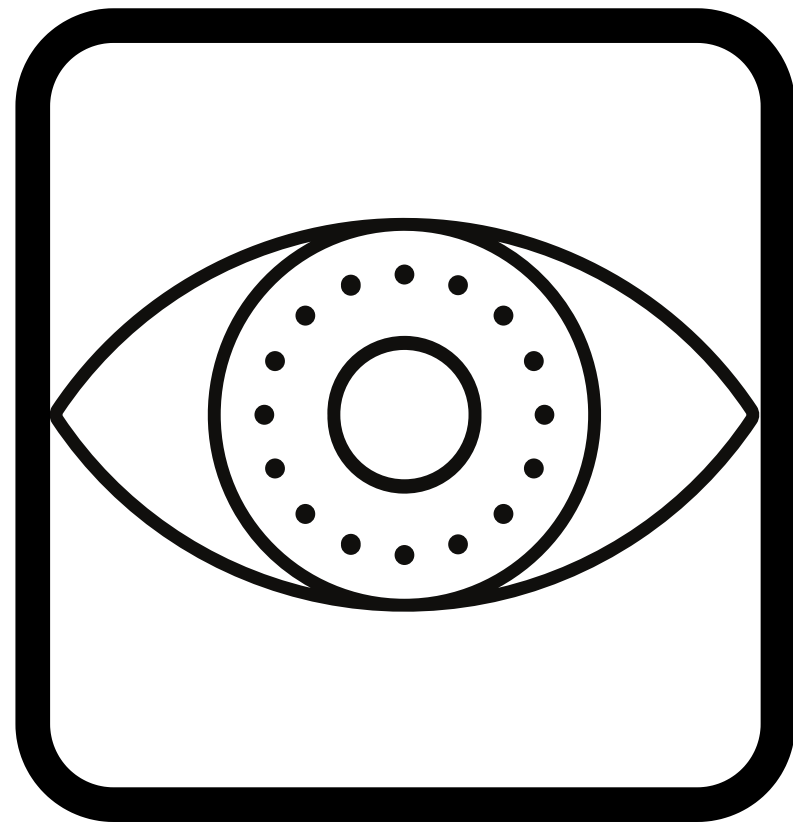
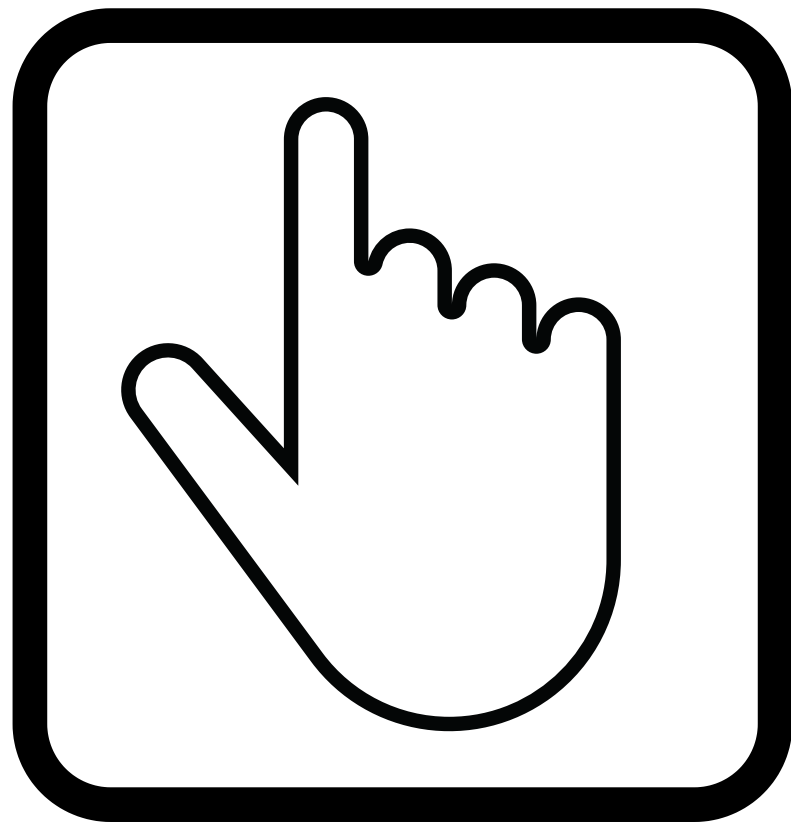
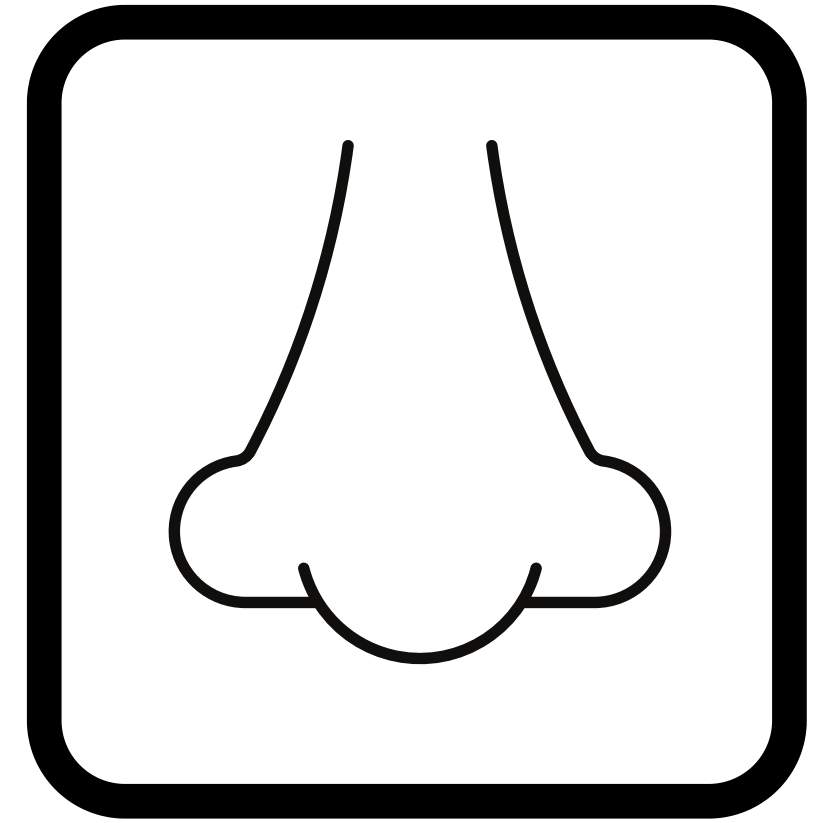
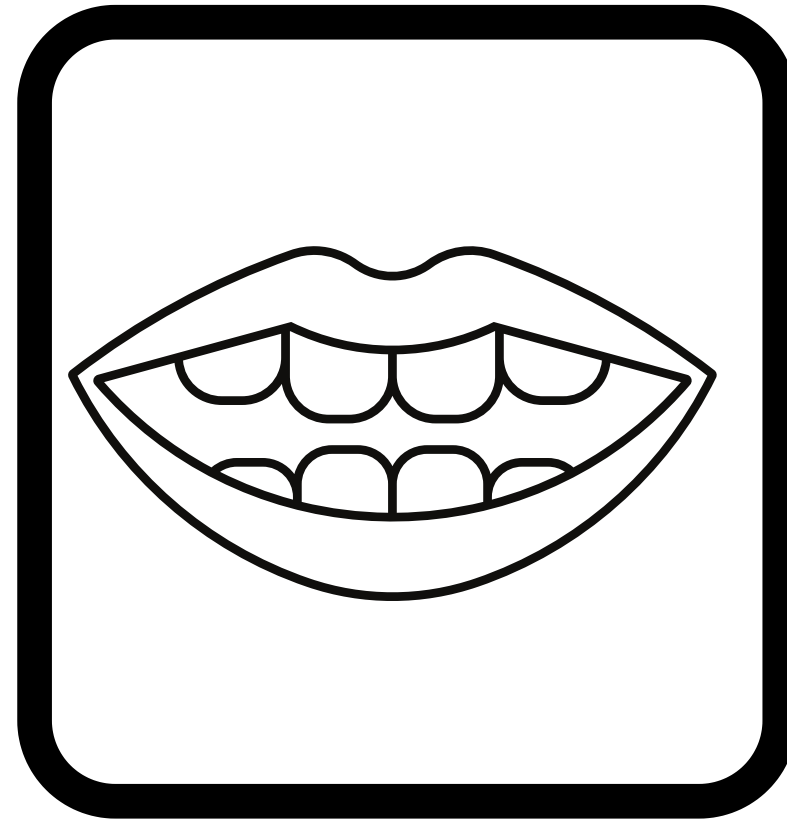
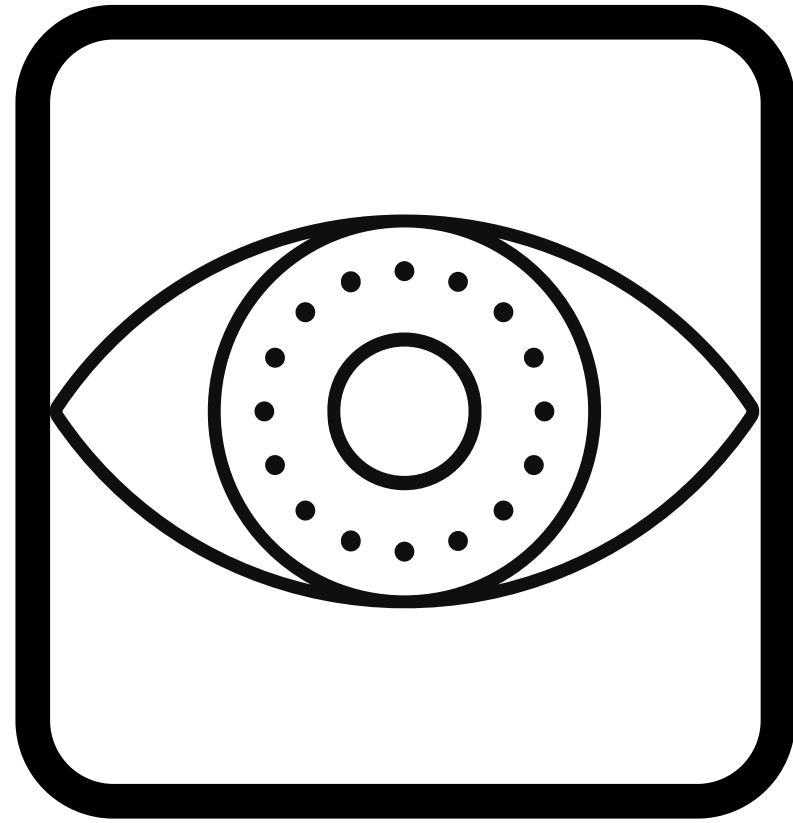
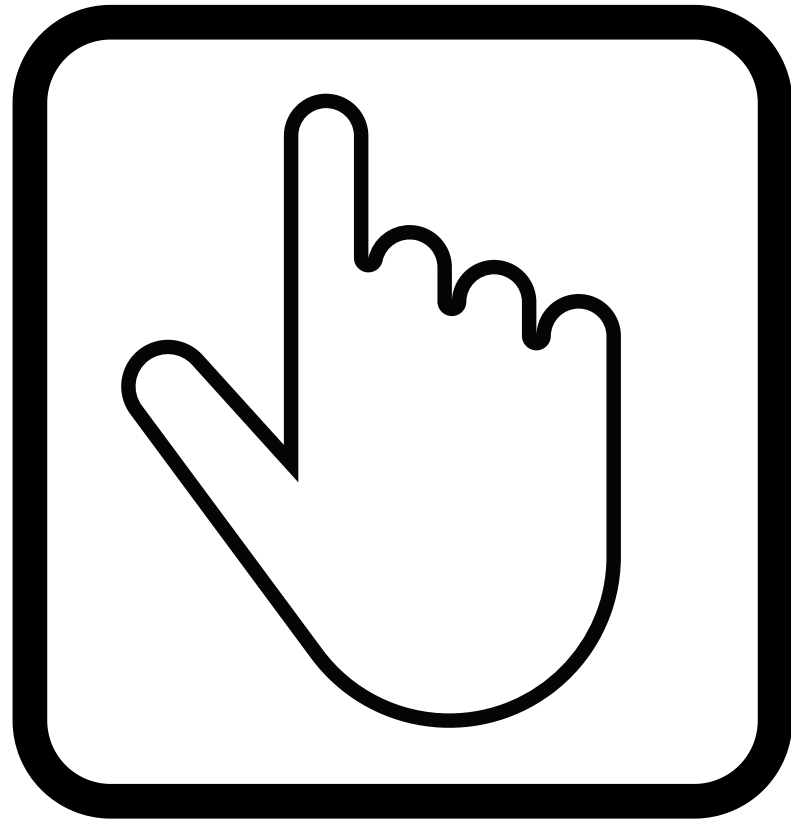
taste

hearing

smell

Senses Memory

Beginner





Sensory Tools

We have



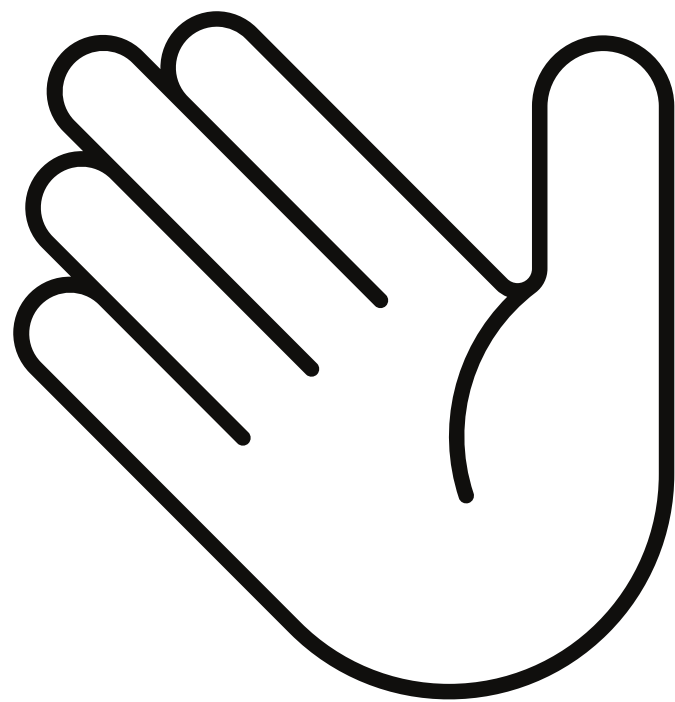
senses

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

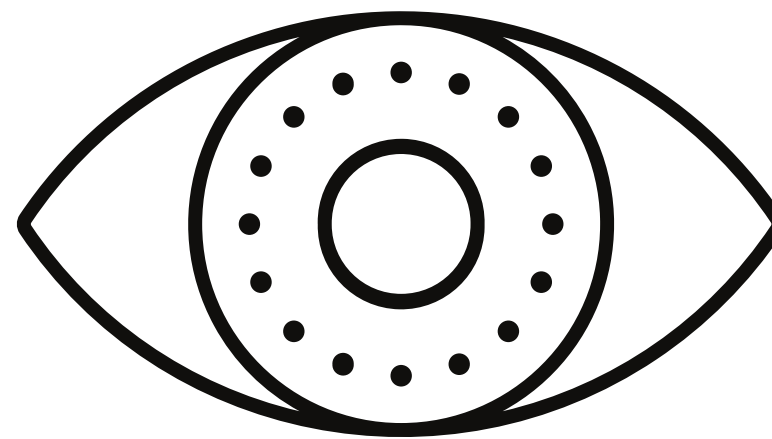
Our 8 Senses:

- 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.

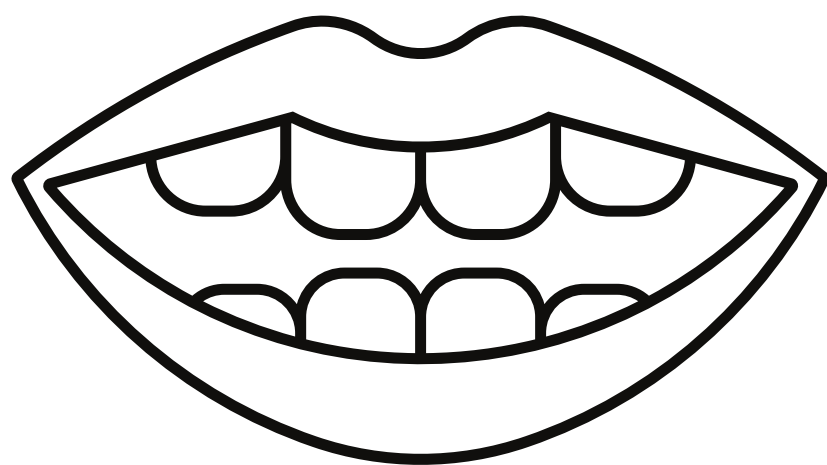
5 ^{main} senses



Touch



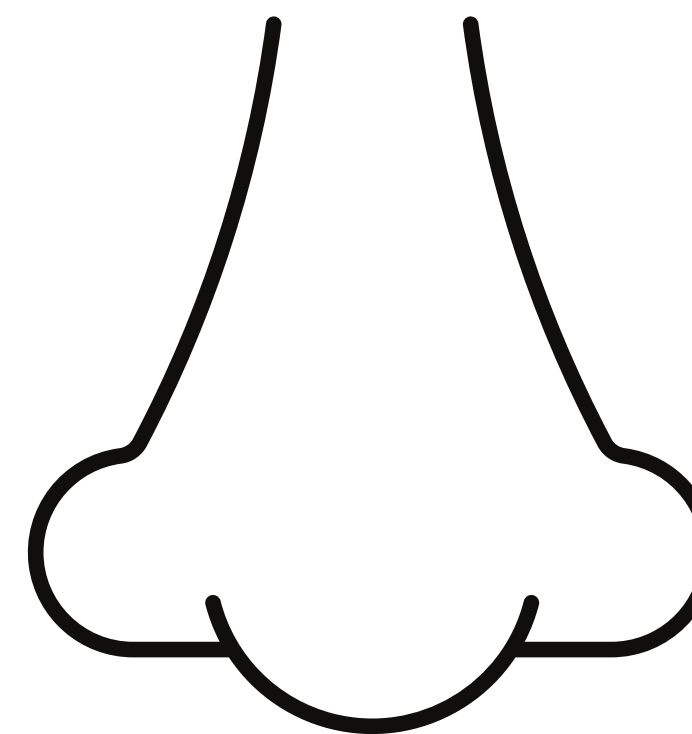
Sight



Taste

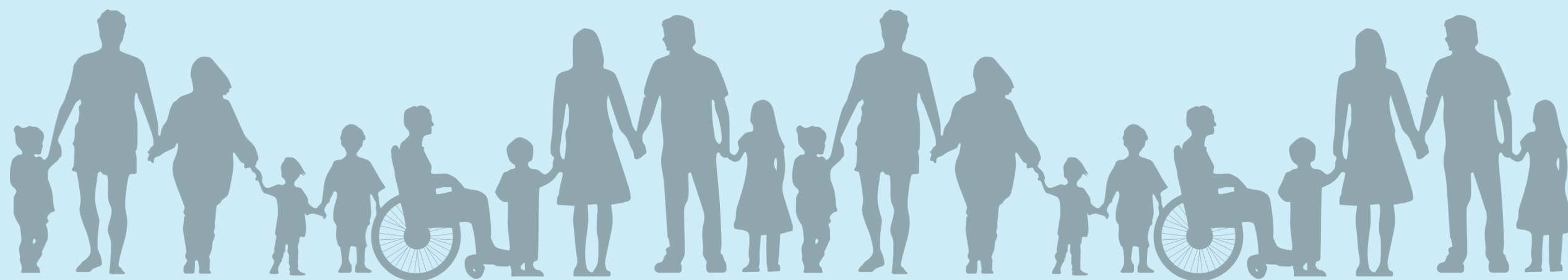


Hearing



Smell

Some people have
sensory challenges.



Sensory tools can help to

calm

focus

diStract

Lots of people use 'sensory tools' to help them

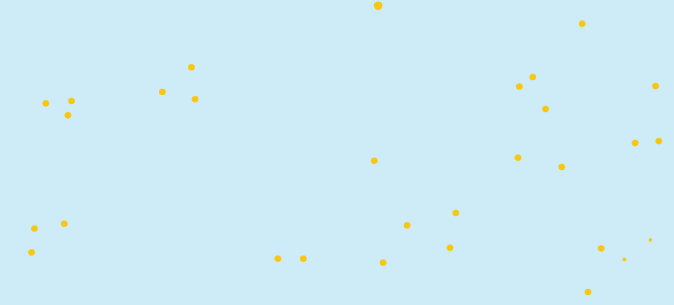
- **concentrate**
- **regulate their emotions**
- **absorb information**



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

Some people need extra help to concentrate.

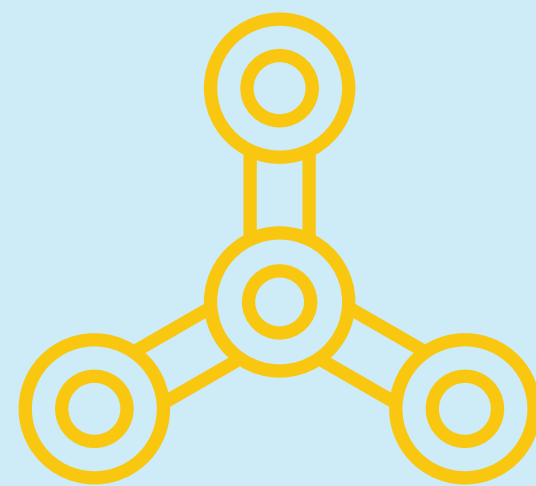
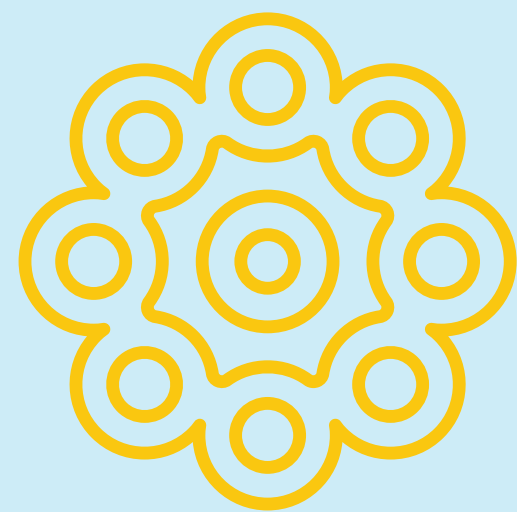
Sensory tools, such as fidget tools, can help them focus.



There are many types of sensory items that might help.

Some common items include

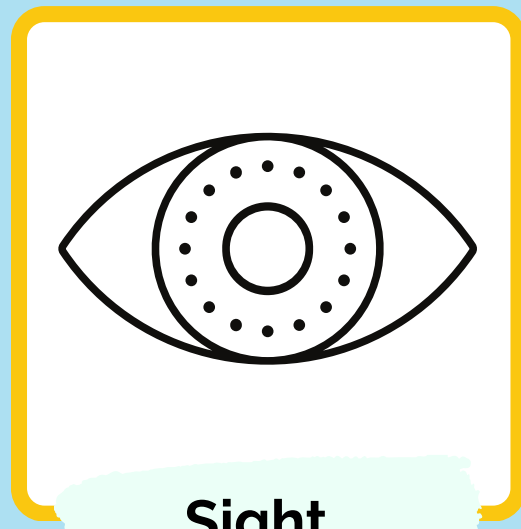
- weighted animals
- fidget toys
- balance items
- ear muffs



Our 5^{main} senses



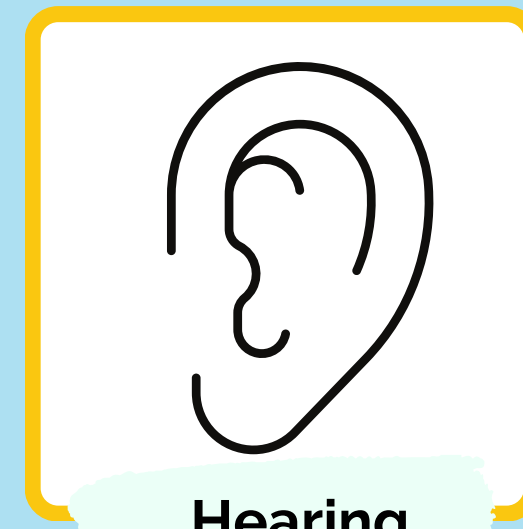
Touch



Sight



Taste



Hearing



Smell

Some people have sensory challenges.



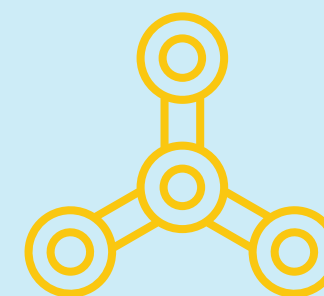
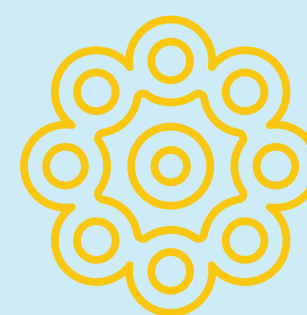
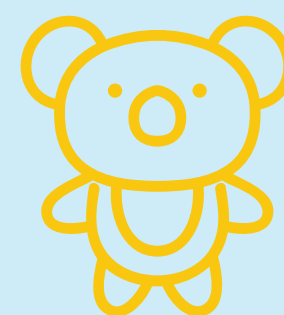
Lots of people use sensory tools to help them

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

There are many types of sensory items that might help.

Some common items include

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



Artist:

a person who creates art

Such as

- painting
- sculpture
- music
- writing

There are 7 different forms of art

Painting



Sculpture



Literature



Architecture



Cinema



Music



Theatre



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



Sculpture Table



Glass Lamp



Calming Music



Stained Glass Window



Educational Book

Mosaic Chair



More examples of art with a purpose

First Nations Rock Art



Sandwich Art



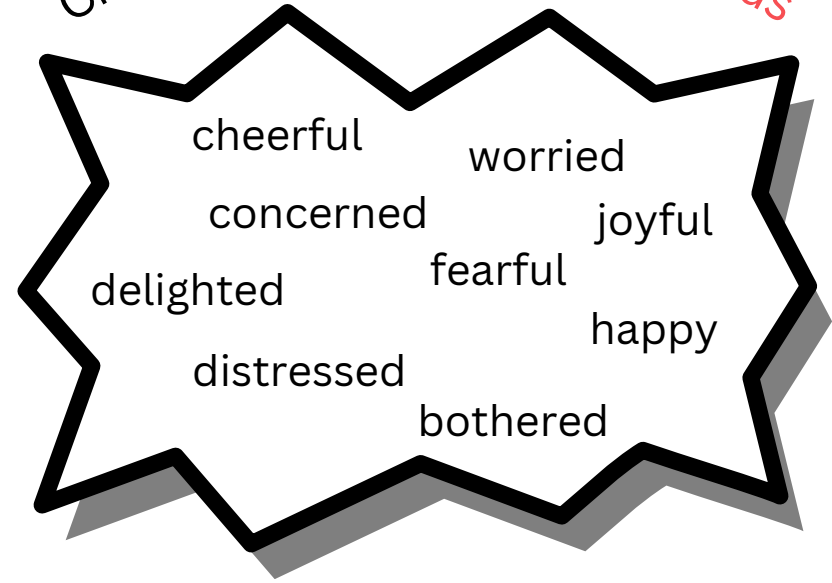
Painted Bowl



Name: _____

I feel anxious when:

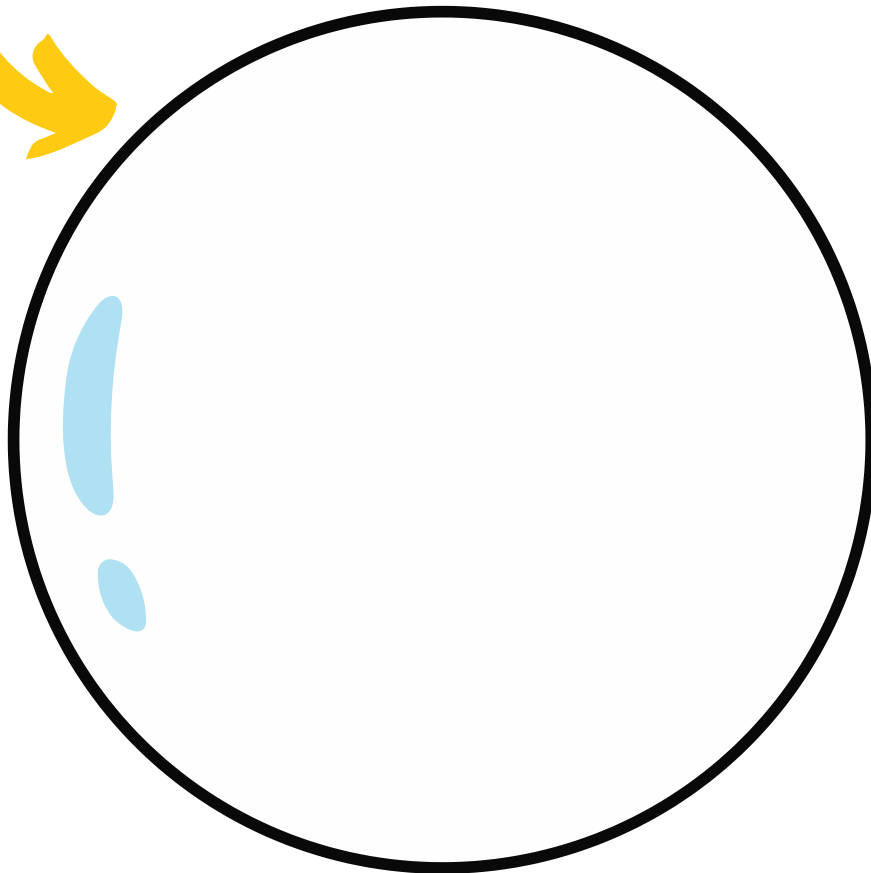
Circle the synonyms for *anxious*



Ways I can calm myself down:

Squishy balls can be used to hold, fidget with, smell and manipulate.
They are great to help with focus, calming, grounding and distracting.

I want my squishy ball to look like this

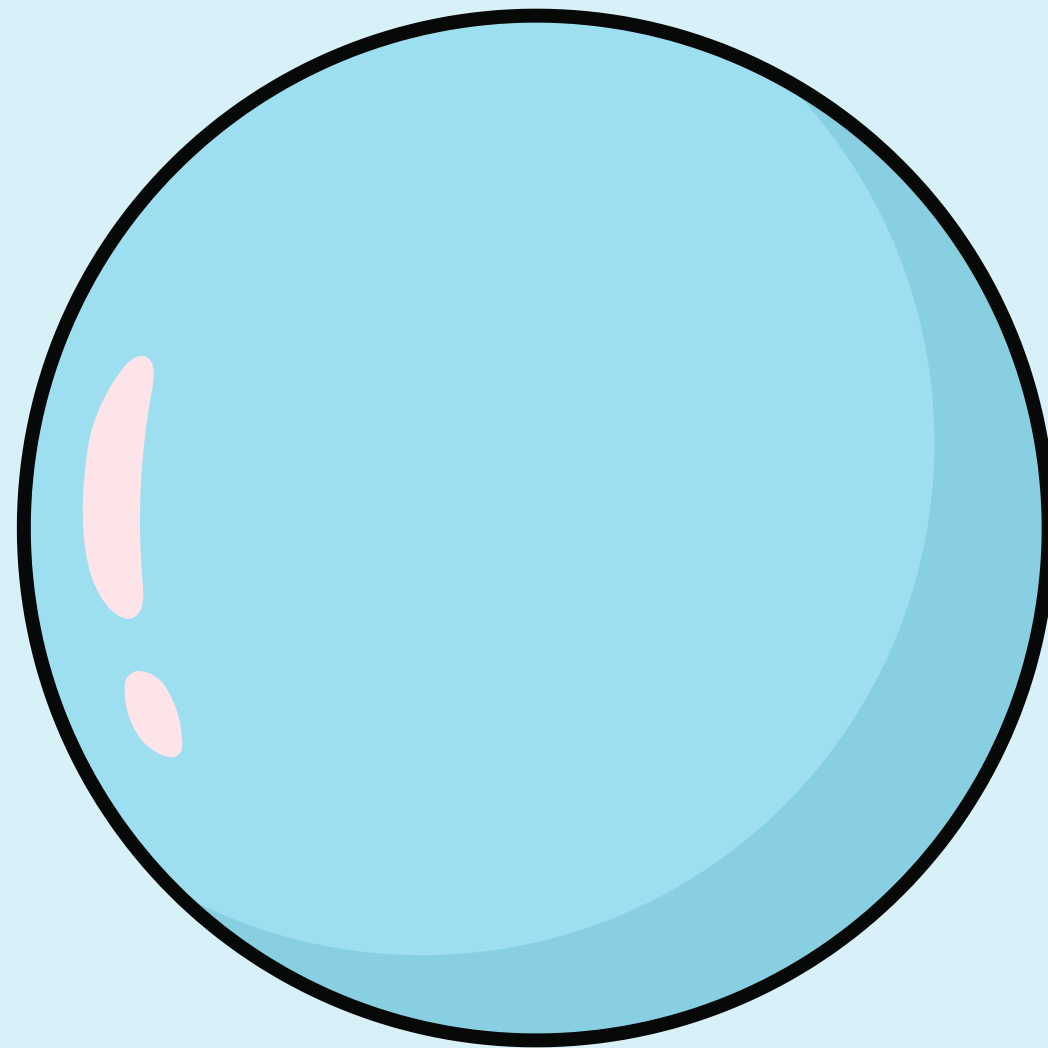


I am making this ball because:

This ball will help me feel:

Make your own

Squishy Ball



**Squishy balls can be used to hold, fidget with,
smell and manipulate.**

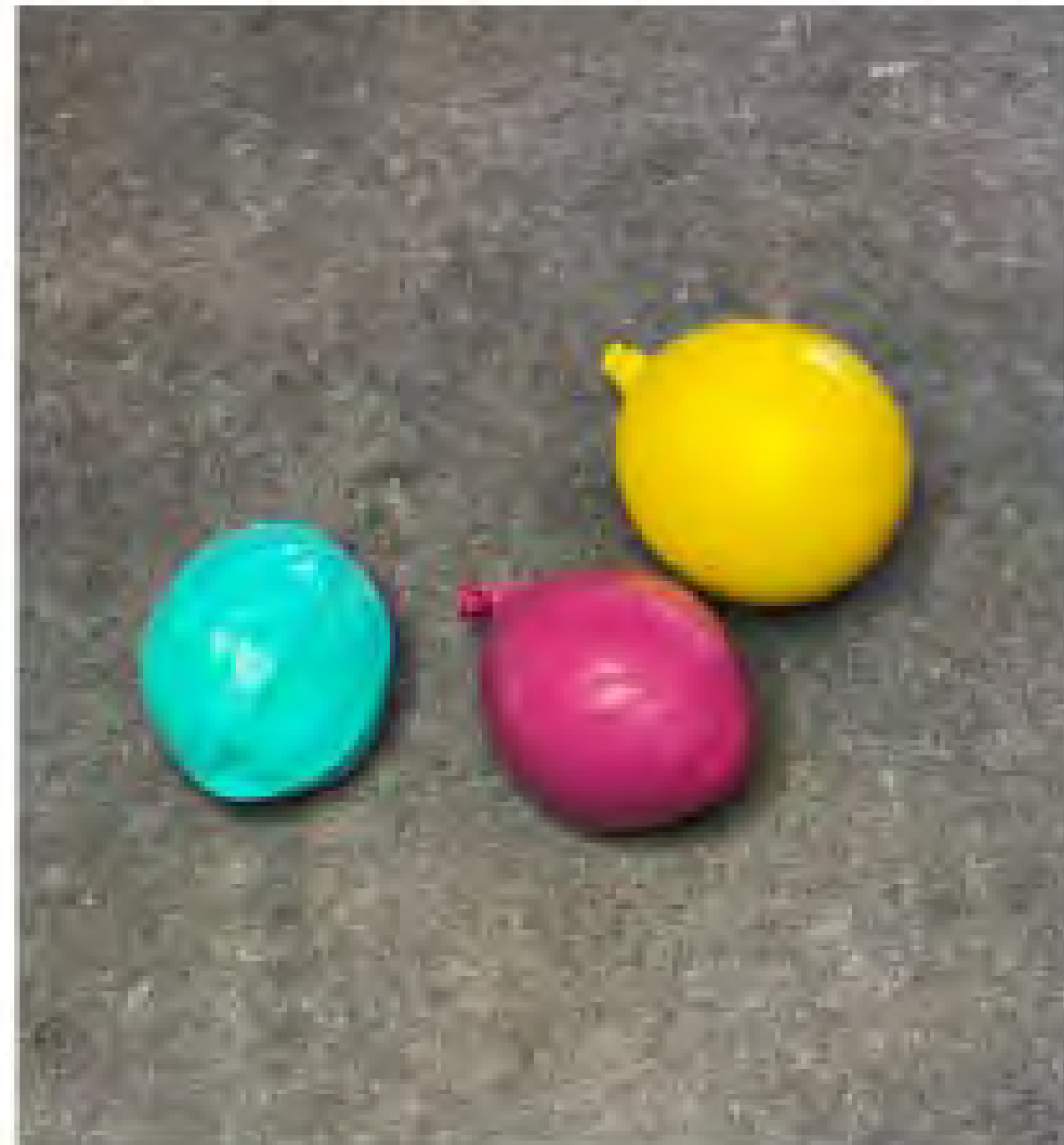
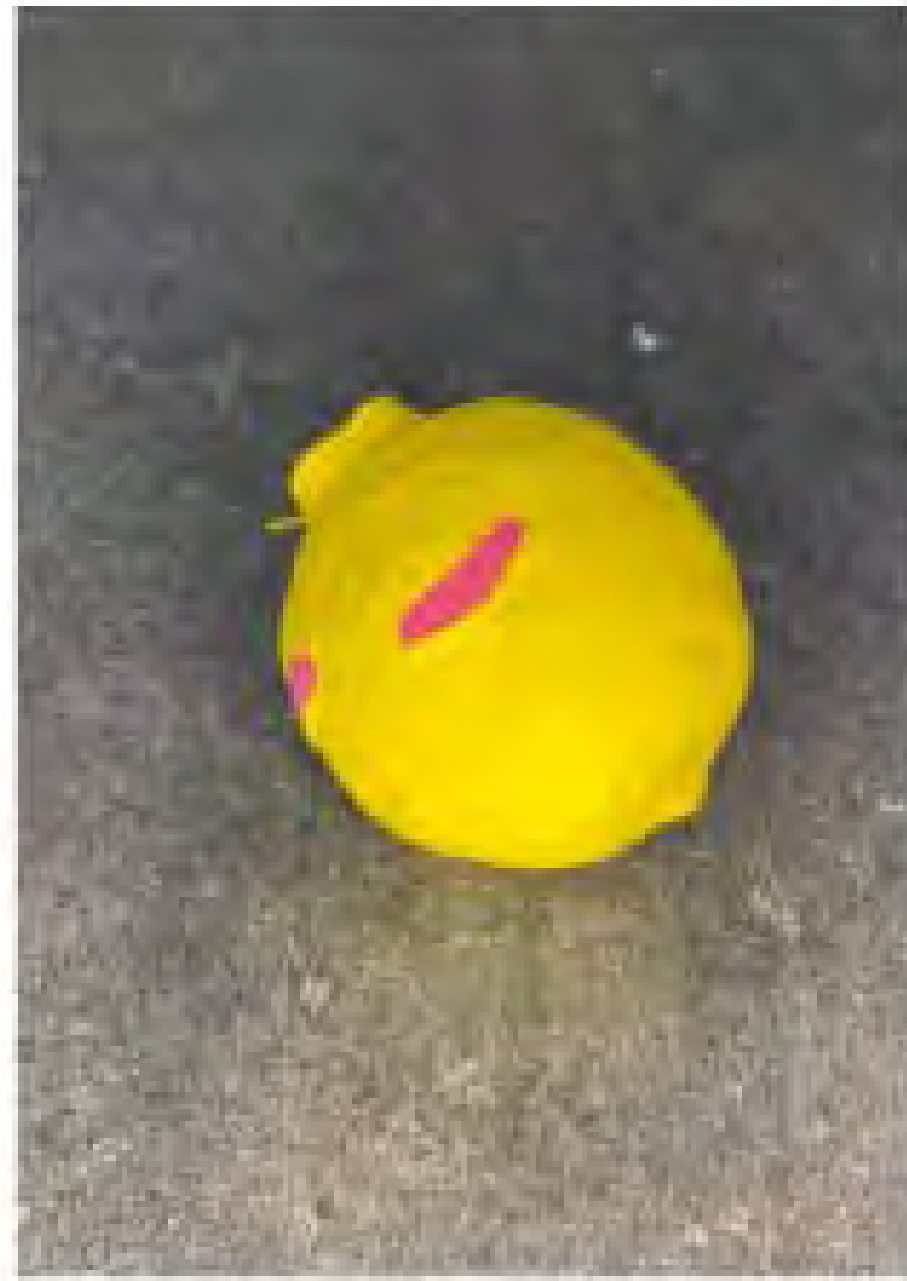
They are great to use for

focus

calming

grounding

distraction



Materials and equipment

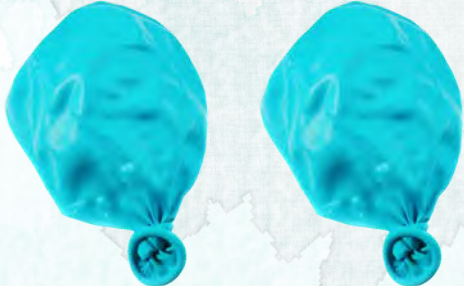






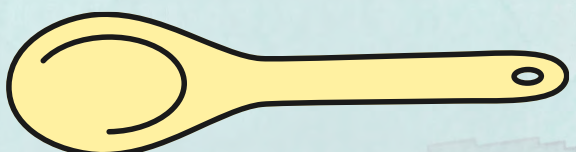
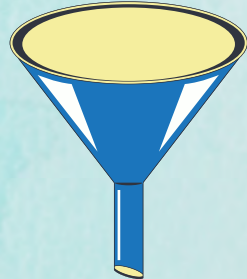

Materials you need:

- 2 x balloons
- $\frac{1}{8}$ cup x bicarbonate soda powder
- $\frac{1}{2}$ T x fragrance free conditioner
- optional: essential oils

Equipment needed:

- $\frac{1}{8}$ cup measurement
- $\frac{1}{2}$ tablespoon measurement
- mixing bowl
- mixing spoon
- funnel
- scissors

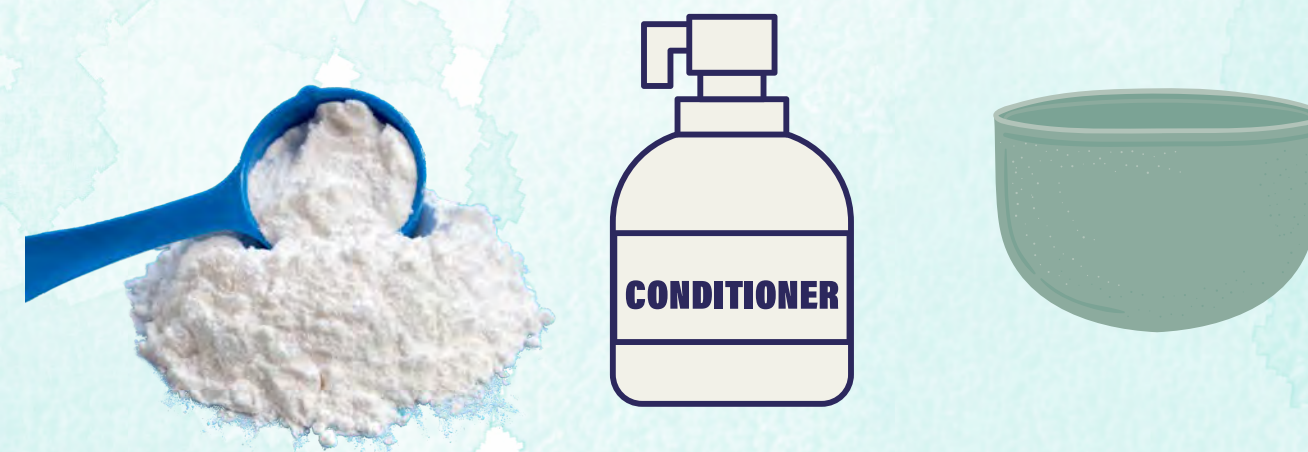
Materials and equipment

- 2 x balloons 
- $\frac{1}{8}$ cup x bicarbonate soda powder 
- $\frac{1}{2}$ T x fragrance free conditioner 
- optional: essential oils 
- $\frac{1}{8}$ cup measurement 
- $\frac{1}{2}$ tablespoon measurement 
- mixing bowl 
- mixing spoon 
- funnel 
- scissors 

Steps

1

1 Place the bicarbonate soda and conditioner into a mixing bowl.



2 If you would like to use a fragrance, add a couple of drops of essential oil to the mix.



3 Stir all ingredients together until they are well combined and smooth.



Steps

2

4

Secure the end of 1 balloon to the small end of the funnel.



5

Fill the balloon with the bicarb and conditioner mixture by pushing the mixture down the neck of the balloon and into the round part of the balloon. Use your fingers to poke the mixture through the top end of the balloon and pull it down the neck.

Steps

3

6

Remove the funnel and squeeze the round end of the balloon to remove all air. Tie a knot in the balloon as close to the round section as possible.



7

Cut the unfilled neck section of the balloon away as close to the knot as possible.



8

Take the second balloon and cut the long neck section close to the round end.



Steps

4

9

You may wish to cut small slits into the second balloon so that the under colour shows through to the top once it is secured over the first balloon.

10

To complete your squishy ball wrap the second balloon around the filled balloon, covering the end with the knot in it.

You may even wish to draw a face on your squishy ball to give it some character.

Notes

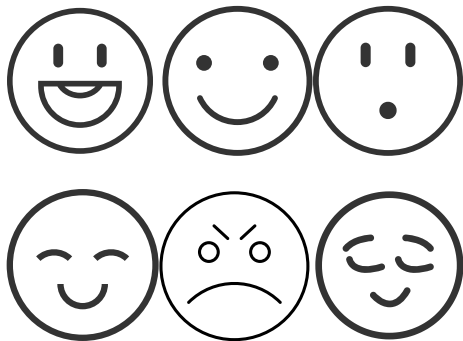
Additional notes/considerations:

- Lavender and orange essential oils are known to be calming fragrances for most people. Please check with each student before assuming it is fine before adding as they may have an aversion to it and it may cause distress.
- If you are unable to find a fragrance-free conditioner, look for a moisturiser like vitamin E cream and substitute.

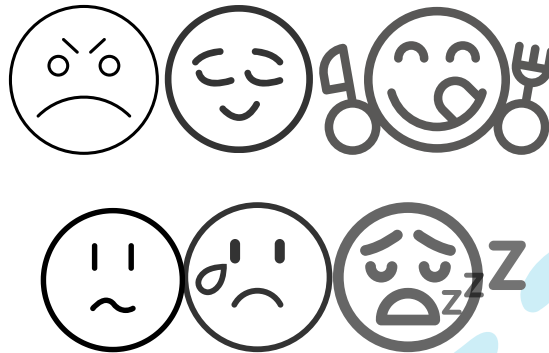
Reflection

Name: _____

My ball might help
me feel



I could use my squishy
ball when I feel



What 2 materials
did we combine to
make the ball squishy?



Reflection

Name: _____

Why did we make these squishy balls?

When would be a good time to use my squishy ball?

Who else could this sensory tool help?

How could I help someone when they don't feel comfortable?

What materials did I use to create this sensory tool?

What happened when we combined the hair conditioner with the bicarbonate soda?