

Lesson Plan

Unit Name: Sensory Awareness Through Creative Arts

Stage: Stage Two

Lesson name: *Liquid Calm Jars*

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 regulate sensory input.

Throughout this lesson, students will create an artwork that doubles as a sensory tool. Students will produce a “Liquid Calm Jar” that can be used to watch, to listen to, and as a timer to count down. This sensory tool is great to help with calming, grounding and distraction.

Students will start the lesson by participating in timed tasks warm-ups to improve focus. 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 Liquid Calm Jar, students answer prompts relating to the usability of their sensory tool.

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:

- develop their artistic intentions in art making and consider how these affect the look of the work, its details and an audience’s response
- select and explore different aspects of subject matter in particular ways in their making of artworks
- interpret the meaning of artworks by taking into account relationships between the artwork, the world and the artist
- recognise and practise strategies that nurture mental health and wellbeing
- identify problem situations in the playground and classroom and suggest ways to improve their environment.

A student will learn about:

- how artists, including themselves, have intentions that affect the look of the work and its details
- how artists think about what an audience may think about their work when they make art.

Syllabus Outcomes	Teaching, Learning and Assessment
<p><u>Creative Arts</u> Making VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.</p> <p>Appreciating VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <p><u>Science and Technology</u> ST2-2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity .</p> <p><u>English</u> EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.</p>	<p>TEACHING - Learning intention</p> <p>Warm up</p> <p>1. Students participate in the Timed Task Cards activity. You may choose to have students complete the tasks in pairs, small groups, or as a whole class.</p> <p>Timed brain exercises can be used to encourage students to focus on a specific task during a set timeframe. These cards may be beneficial in helping children practise keeping their attention as well as allowing you to monitor how fast the child can complete a task or how long they can continue a task.</p> <p>A number of tasks have been included that don't require a timer. These have been incorporated to enable everyone to feel comfortable participating.</p> <p>LEARNING</p> <p>Group Activities: Lesson Content</p> <p>1. Display 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>More than 4.3 million people in Australia have a disability. Some disabilities include sensory challenges.</i> - <i>We have 8 senses: sight, smell, taste, hearing, touch, proprioception (where I am in space), vestibular (my sense of balance) and interoception (how I feel inside).</i> - <i>Sensory tools help us to regulate sensory input. They help us to receive sensory information in a manageable way.</i>

PDHPE

PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe.

PD2-9 demonstrates self-management skills to respond to their own and others' actions.

PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations.

- *Sensory tools are useful for helping people stay calm, feel safe and concentrate.*
- *Sensory tools, such as fidget tools, can help build a mental wall to separate everything going on in our head and around us, so that you can focus on the task at hand.*
- *Some people may seek to stimulate their senses or increase their alertness. Others may want to minimise sensory input or decrease alertness.*
- *Some people may have difficulty processing specific types of sensory information.*
- *Some examples of sensory tools are: weighted animals, fidget tools (squishy balls, spinners, cubes, putty) balance items (boards, cushions) auditory reducing ear muffs.*

Alternatively, share the Toolkit slides to Google Classroom and have the students take notes.

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.)

Individual activities

1. Prior to constructing their own Liquid Calm Jar, students complete the [Liquid Calm Jar Planning Sheet](#)

On the sheet they will answer the following prompts:

- Synonyms for frustrated
- I feel frustrated when...
- Ways I can calm myself down
- I want my Liquid Calm Jar to look like...
- Materials needed

2. Display [Liquid calm jar instructions.](#)

	<p><i>Liquid calm jars can be used to watch, listen to and as a timer to count down. They are great to help with calming, grounding and distracting.</i></p> <p>You may choose to print a copy of the instructions (pages 5 - 7) for students to use, and/or display the slides for students to follow.</p> <p>3. Students create their own Liquid Calm Jar.</p> <p>Group Activity: Reflection</p> <p>Students may complete the 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>My calm jar can help me...</i> - <i>I chose the things in my jar because...</i> - <i>Why don't all of the calm jars look the same?</i> - <i>I can use my calm jar when...</i> - <i>This sensory tool could also help...</i> - <i>How can we help people who are experiencing sensory issues?</i> <p>Some students may benefit from completing the Differentiated Jar Reflection Sheet. Students would colour the faces that match the emotion for both of the following questions:</p> <ul style="list-style-type: none"> - <i>I can use my calm jar when I am feeling...</i> - <i>My calm jar can help me feel...</i> <p>Students would then draw the items that they chose to put inside their jar.</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"> - Throughout the Timed Task Cards warm-up <ul style="list-style-type: none"> o Cards 11, 16, 17 ask students to use their hands. If this is a challenge for your students, leave these cards out or create a more suitable challenge using the blank card provided. o Card 15 asks students to describe objects that they can feel and smell. You may choose to exclude or replace these questions. <p>Vision:</p> <ul style="list-style-type: none"> - Throughout the Timed Task Cards warm-up:

- Cards 7, 9, 10 require students to use their eyes. If this is a challenge for your students, leave these cards out or create a more suitable challenge using the blank card provided.
- Card 15 asks students to describe objects that they can see. You may choose to exclude or replace this question.
- Students may work in pairs for 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:

- Throughout the Timed Task Cards warm-up:
 - Card 9 is centred around Auslan. Students who are familiar with Auslan will find this task too easy. These students may be encouraged to be the classroom expert for this task, otherwise leave this card out or create a more suitable challenge using the blank card provided.
 - Card 15 asks students to describe objects that they can hear. You may choose to exclude or replace this question.
- 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:

- Throughout the Timed Task Cards warm-up, some students may benefit from participating in the tasks in a quieter environment, away from the noise and pressure of timers, chatter and various sensory inputs.
- Create a space in the classroom that gives students a 'break' from constant environmental stimulants.

Non-verbal:

- Throughout the Timed Task Cards warm-up:
 - Cards 1 - 6, 8, 12, 14 and 15 require students to communicate verbally. If this is a challenge for your students, leave these cards out or create more suitable challenges using the blank card template provided.
- Support students' preferred ways of communication.
- Incorporate technology or devices in group discussion.
- 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:

- For the Timed Task Cards warm up, a number of tasks have been included that don't require a timer. These have been incorporated to enable everyone to feel comfortable participating.
- Be mindful of the word “disability” on the second page of the Sensory Tools Toolkit. As this page may lead to discussion, ensure not to use words such as “special needs,” “crippled,” “unfortunate,” or “handicapped”. Also do not refer to people without disabilities as “normal” or “healthy.” Always ensure you are using first person language such as “person with disability” rather than “disabled person”, and “person who uses a wheelchair” not “wheelchair bound person” or “boy with autism” not “autistic boy” etc.
- 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 2 Liquid Calm Jar Teacher Guide](#)
- [Learning intention](#)
- [Timed Task Cards](#)
- [Sensory Tools Toolkit](#)
- [Sensory Session Toolkit Fact Sheet](#)
- [An Artist](#)
- [Liquid Calm Jar Planning Sheet](#)
- [Liquid calm jar instructions](#)
- [Calm Down Jar Reflection sheet](#)

Resources for Adjustments (if applicable)

- [Differentiated Jar 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 Two

Liquid Calm Jar

Teacher Guide



Uses & Benefits

Liquid calm jars can be used to watch or listen to, and as a timer with which to count down. They are great to help with calming, grounding and distracting.

Materials & Equipment

Materials for each student

- A clear jar with a water-tight lid (preferably plastic)
- Glycerine ($\frac{1}{3}$ - $\frac{1}{2}$ of the jar size)
- Water
- A range of interesting objects from nature, such as flowers, sticks, leaves, shells, rocks and seeds or other things like water beads, plastic animals and marbles
- Optional: glitter, plastic confetti shapes, food colouring
- masking tape or hot glue.

Equipment

- Funnel
- Mixing spoon or paddle pop stick
- Optional: hot glue gun.

How to make

1. Open the lid of the jar and place objects into the base of it. You want to have enough space in the jar so that you can see things settle and move around, so in total fill no more than $\frac{1}{2}$ - $\frac{2}{3}$ of the jar. If you are using heavy objects like glass or rocks, fill with around $\frac{1}{8}$ - $\frac{1}{4}$ of the jar.
2. Pour glycerine into the jar. The more glycerine you add, the slower the objects will move around the jar when it is full. You can use all glycerine if you choose to.
3. If you are adding glitter, food colouring, or confetti, place them into the jar when the objects are covered with liquid, then using a spoon or paddle pop stick mix them through.
4. Top up the jar with water or more glycerine leaving a small gap at the top so that the jar is not completely full.
5. When you are happy with how it's looking, seal the opening of the jar by either using hot glue or masking tape so that people won't be tempted to try and open it.

Where to get supplies

- Glycerine can be purchased online or at most grocery stores or chemists. You will need approximately 100ml of glycerine per student.
- For a sustainable option, have students bring in recycled plastic condiment jars from home. If you are unable to get enough jars, they can be purchased online or from a craft supplies store.
- Water beads can be purchased online or from some department stores.
- You can purchase other objects like food colouring and masking tape from your local grocery store, and things like sequins, beads, marbles glitter and plastic confetti from department stores or craft suppliers.

Notes

- You can use a clear craft glue like Elmer's glue dissolved in warm water instead of glycerine for a more economical choice or a clear oil like baby oil. Please note, these substances are not as thick as glycerine so will make objects fall more quickly. Also, the oil will separate from the water so if you put a colour in the water it will also separate.
- If using oil, use approximately $\frac{1}{2}$ oil and $\frac{1}{2}$ water.
- If adding food colouring only use 1-3 drops so that you can still see through the liquid.
- Water beads will need to be activated prior to adding them to the jar so that they don't soak up too much of the liquid. When added to an oil and water mixture they may cause a reaction to happen where the liquid appears aerated after a few uses.

Caution

When using a hot glue gun, ensure that children are properly supervised so they do not burn themselves or get glue everywhere. You may wish to secure it with masking tape only to avoid injury.

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 regulate sensory input.

Learning Intentions

- I can select and use various materials and equipment to create my unique sensory tool
- I can include materials that I find beautiful and interesting
- 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

TIMED TASK CARDS



INTENTION

These 'Timed Task Cards' can be used to encourage students to **focus** on a specific task during a set **timeframe**.


The cards can be beneficial in helping children practice keeping their **attention**, as well as allowing you to monitor how fast the child can complete a task, or how long they can continue a task.

TIMED TASK CARDS

Instructions

1. Print sheets [1](#), [2](#) and [3](#).
2. A box has been left blank on the last page to include a task of your own if you choose.
3. Laminate these cards so you can use them frequently.
4. Cut out all 18 task cards and place them into a pile.
5. Distribute stopwatches or set a timer on a screen.
6. Students take turns completing the task on each card.

Notes

- You may choose to have students complete the tasks in pairs, small groups, or as a whole class.
- If completing the activity as a whole class, sit the students in a circle with the cards in the middle of the circle and have the students take turns pulling a card from the deck.
- The last slide includes three [countdown timers](#). You have the option of displaying the 10-second, 30-second or 60-second timer.
- The clock icon  in the top right-hand corner of the cards indicates that the activity requires a timer.
- A number of tasks have been included that don't require a timer. These have been incorporated to enable everyone to feel comfortable participating.
- 'Spot the difference' requires students to view [Picture 1](#) and [Picture 2](#). You may choose to print these for students to view, or display them on a screen. A slide containing [both pictures](#) next to each other on one screen is for students to view simultaneously. The [10 answers](#) are revealed on the following slide.
- The Auslan Alphabet task requires students to have access to the [Auslan](#) graphic. You may choose to print these for students to view, or display them on a screen.
- Students may use the [Record Sheet](#) to track their times. There are 10 columns in the table as there are 9 timed task cards, plus one blank card.

TIMED TASK CARDS

Sheet 1



1 - Rapid Fire

In 30 seconds, say as many words that start with one letter as you can.

Optional: restrict the words by category (e.g. fruit, transport, names).



2 - Backwards in Time

Say the days of the weeks, or the months of the year, in backward order as fast as you can. Repeat!

If playing with a partner use a stopwatch to see who can go the fastest.



3 - Alphabet Skipping

Time how long it takes you to recite the alphabet while skipping:

- all of the vowels
- every 3rd letter
- any letter that rhymes with tree



4 - How Many can you Name?

Choose a category and your partner has 10 seconds to name as many things in that category as possible.

Categories can be general (e.g. 'animals') or more specific (e.g. 'animals with no teeth').



5 - Silly Sentences

Partner A chooses 5 random letters. Partner B comes up with sentences in which each word starts with the designated letter.

For example SBTNB. Sadie bought three new books. Partner B has 10 seconds to create a sentence.



6 - Human Thesaurus

Choose a simple word like 'said'.

Think of as many synonyms as you can in 20 seconds. For example: spoke, yelled, whispered, questioned, suggested.

TIMED TASK CARDS

Sheet 2

7 - Spot the Difference



Look closely at picture one.
Now carefully inspect
picture two.
Can you spot all 10
differences between the
2 pictures in 5 minutes?

8 - Count Backwards



Time how long it takes you to
count backwards from 100

1. by 3.
2. skipping any number that
ends in 0.
3. skipping any number with a 7
in it.
4. only using numbers that can
be divided by 5.

9 - Auslan Alphabet



Time how long it takes you to
sign the Auslan alphabet.



10 - What's Missing?

Place 5-10 items on the table
in front of you.
Have your partner try to
memorise the items for 10
seconds. While their eyes are
closed, remove 1-3 items.
After opening their eyes, your
partner tries to remember
what items are missing.

11 - Finger Gym

1. Make two fists with your
wrists facing you.
2. Extend your thumb on
one hand and your
pinkie on the other hand.
3. Alternate those fingers.
4. Repeat as fast as you
can.

12 - "Repeat After Me"

Have a partner repeat after you.

The trick is to start with a predictable
sequence (1, 2, 3) and then follow on with
random numbers/letters.

- 1 2 3 4 9 1 8 4 6 17
- 7 8 9 13 6 43 2 19 25 34
- 20 21 22 7 16 76 31 99 1
- a b c d r e h k s v
- m n o p 3 s 9 1 p 7 4 12
- s t u o v 6 e z 2 5 8 h h 3

TIMED TASK CARDS

Sheet 3

13 - Elevator Breathing

1. Lie on your back, place one hand on your heart and one hand on your belly.
2. Notice your breath and your heartbeat. Is it fast, medium, or slow?
3. Take a deep breath in through your nose. Feel your belly and rib cage rise beneath your hands.
4. As you breathe out, feel your belly and rib cage fall. Do you feel the elevator going up and down with each breath?
5. Start to make your elevator go even slower by making your breath slower.
6. Repeat nine times. Notice your breath and heartbeat. Have they changed?

14 - Memory

In a small group, take turns repeating the sentence "I went to the shops and I bought a...". As each person takes their turn and repeats the sentence, they add an item to the shopping list.

Eg. I went to the shops and I bought a dog. I went to the shops and I bought a dog AND a football. I went to the shops and I bought a dog, a football AND milk...

15 - The "54321" technique

Find or describe:

- 5 objects that you can **see**
- 4 objects that you can **feel**
- 3 things that you can **hear**
- 2 things that you can **smell**
- 1 thing that you can **taste**

right now

16 - Double Draw

With your left hand, continuously draw a circle in the air.











Hold your right hand in the air and draw a triangle at the same time.

Switch sides.

17 - Non-dominant Draw

1. Draw a simple shape with the hand that you normally use to write with.
2. Repeat that shape with your non-dominant hand. Try to get the shape to look similar to the first drawing.

Cc Dd Ee Ff Gg
Jj Kk Ll Mm Nn
Qq Rr Ss Tt Uu
Vv Xx Yy Zz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
         
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Picture 1

Cc Dd Ee Ff Gg
 Jj Kk Ll Mm Nn
 Qq Rr Ss Tt Uu
 Vv Xx Yy Zz Zz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
 Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
5 x 1 = 5 5 x 2 = 10 5 x 3 = 15 5 x 4 = 20 5 x 5 = 25 5 x 6 = 30 5 x 7 = 35 5 x 8 = 40 5 x 9 = 45	9 x 1 = 9 9 x 2 = 18 9 x 3 = 27 9 x 4 = 36 9 x 5 = 45 9 x 6 = 54 9 x 7 = 63 9 x 8 = 72 9 x 9 = 81	



1 ■ 2 ■
 4 ■ 5 ■

0 1 2 3 4 5 6 7 8 9
 x x x x x
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 A B C D E



Picture 2



Picture 1

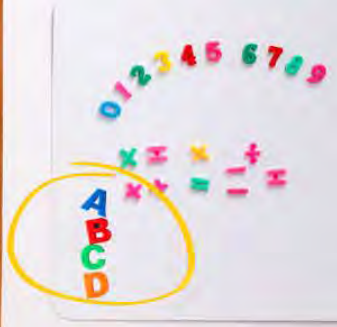


Picture 2

Cc Dd Ee Ff Gg
 Jj Kk Ll Mm Nn
 Qq Rr Ss Tt Uu
 Vv Xx Yy Zz

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
 Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
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Answers
 10 differences

AUSLAN ALPHABET



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



Y



Z

COUNTDOWN TIMERS



10

10 seconds



30

30 seconds



60

60 seconds



Sensory Tools

**More than 4.3 million people in Australia
have a disability.**

Not all disabilities are obvious. Some of
these disabilities include
sensory challenges.





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.

Sensory tools help us regulate sensory input.

They help us to receive sensory information in a manageable way.

They can provide calming relief, a therapeutic distraction/replacement, or predictable and repeatable sensory input.

Sensory tools can assist to

calm

focus

distract

Lots of different people benefit from using some sort of external 'sensory tool' to enable them to:

- concentrate
- regulate their emotions
- absorb information within the environment around them

Working memory helps prioritise tasks and only keeps what is needed at the forefront of our thoughts.

THINK TANK

Listening

Assignment

Thirsty



Soccer

Social Media

Gaming

Gardening

Netflix

Your pet

Lunch play

Some disabilities, learning difficulties, or even stress, can affect how your working memory functions, allowing ALL of the other things you could/should be doing to fight for space in your thoughts.



Build a wall!



Sensory tools, such as fidget tools, can help build a **mental wall** to separate everything else so that you can focus on the task at hand.



**Some sensory items
are designed to help be
the buffer, and can create
a temporary shelter.**

Once feeling more secure,
a person is better able to deal with current
situations and environments.

Sensory tools

help us regulate
sensory input

provide calming
relief

are a therapeutic
distraction/
replacement

help us to receive
sensory information
in a manageable way

provide predictable
and repeatable
sensory input

Some people may seek to
**stimulate their senses or increase
their alertness**

for
example,
people
who have
ADHD

Others may want to **minimise sensory**
input or **decrease alertness**

such as
those with
autism or
anxiety

The difficulty for others may lie with

**processing specific types of
sensory information**

such as a specific frequency of sound.



**The important thing to remember
is that some people experience difficulty
with **sensory regulation** and may
require assistance
to achieve a better balance.**

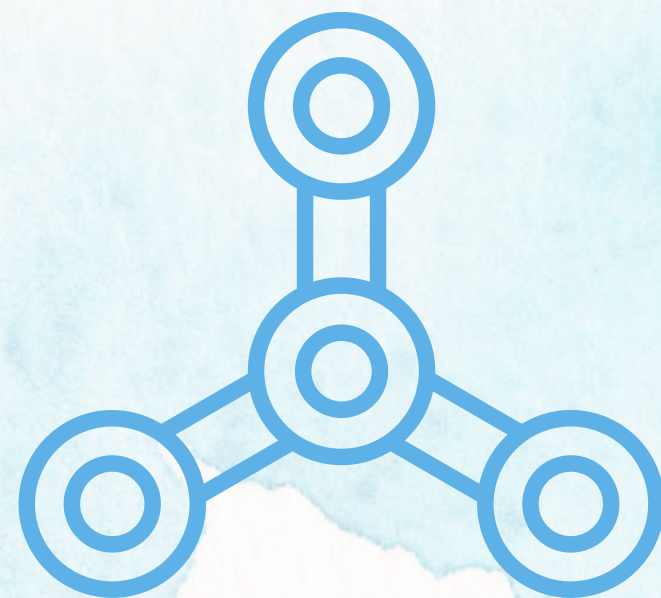


Sometimes if the situation or environment cannot be changed, people can use **sensory tools to assist them to increase or decrease their alertness,** depending on what is appropriate for the situation.

There are many types of sensory items that might help.

Some common items include:

- weighted animals
- fidget toys
- balance items
- auditory reducing earmuffs



Benefits of creating sensory friendly tools

Build skills and confidence in welcoming people with disability.

Reduce sensory barriers so everyone has equal access.

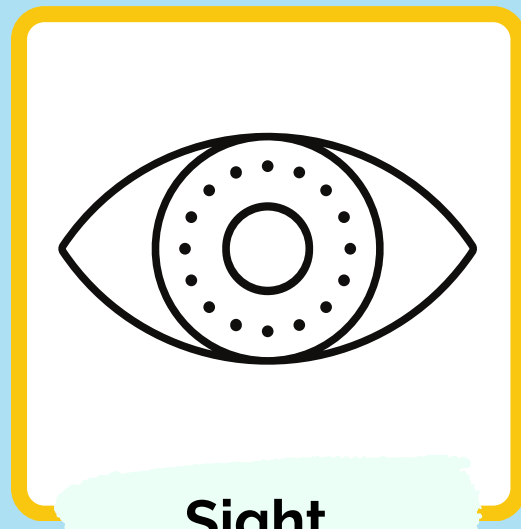
Increase the number of people who can participate.

Sensory tools are not only beneficial for those who are neurodiverse - everyone can enjoy them.

Our 5^{main} senses



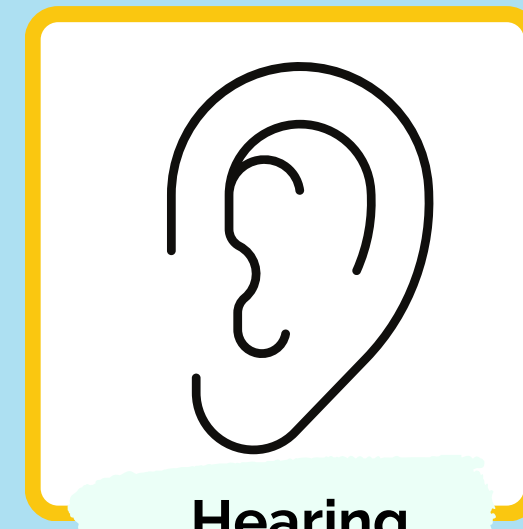
Touch



Sight



Taste



Hearing



Smell

Some people have sensory challenges.



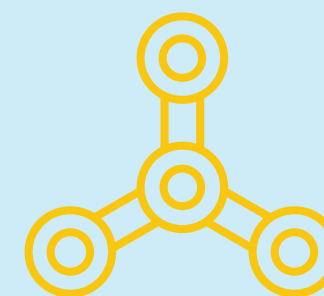
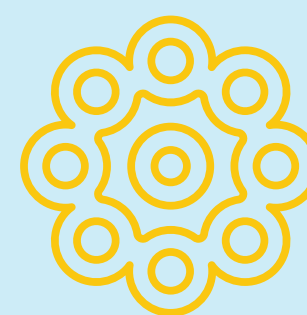
Lots of people use sensory tools to help them

- **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

using skill
and imagination

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



Art with a purpose

First Nations Rock Art




Sandwich Art



Painted Bowl



These artists 
created artwork that could be
used by *lots of people*.

Their art is nice to look at,
but it was also created with at
least one **other purpose** in mind.

Breathing Pavilion by Ekene Ijeoma - New York



Breathing Pavilion is an outdoor art installation that is intended to create calm by mimicking the speed of a deep breathing technique.

It is a circular space surrounded by columns that light up at intervals.

It provides a space for residents to take a moment and catch their breath.

COSMO by Andrés Jaque and his architecture firm - New York



COSMO is a gigantic structure that features an impressive arrangement of plants and pipes.

It was developed by an architect to process nearly 4000 litres of polluted water a day and make it clean and drinkable.

Name: _____

I feel frustrated when:

Circle the synonyms for *frustrated*



Ways I can calm myself down:

Liquid calm jars can be used to watch, listen to and as a timer to count down.
They are great to help with *calming, grounding and distracting*.

I want my Calm Down Jar to look like this



Materials needed:

Make your own

Liquid Calm Jar



Liquid calm jars can be used to watch, to listen to, and as a timer to count down.

They are great to help with calming, grounding and distracting.



Materials and equipment






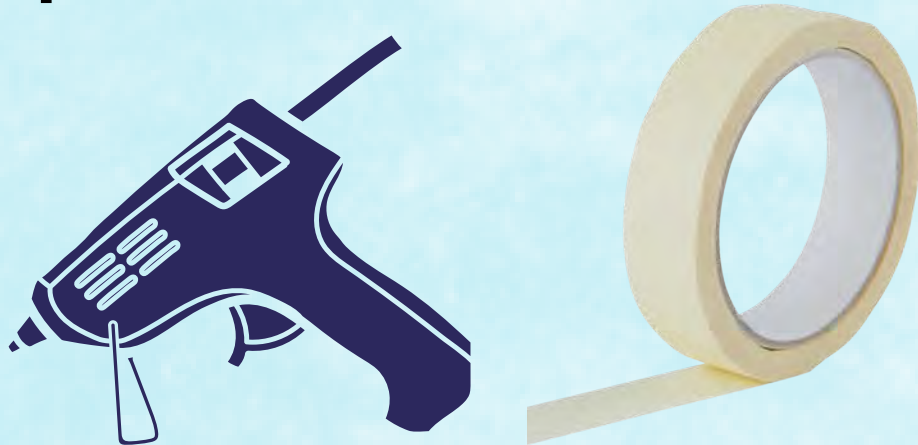
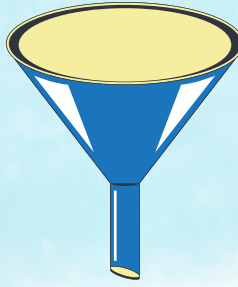
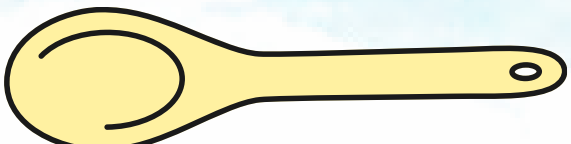
Materials you need:

- a clear jar with a water-tight lid (preferably plastic)
- glycerine ($\frac{1}{3}$ - $\frac{1}{2}$ of the jar size)
- water
- a range of interesting objects from nature like flowers, sticks, leaves, shells, rocks and seeds or other things like water beads, plastic animals and marbles
- optional: glitter, plastic confetti shapes, food colouring
- masking tape or hot glue

Equipment needed:

- funnel
- mixing spoon or paddle pop stick
- optional: hot glue gun

Materials and equipment

- a clear jar 
- glycerine ($\frac{1}{3}$ - $\frac{1}{2}$ of the jar size) 
- water 
- a range of interesting objects 
- glitter, plastic confetti shapes, food colouring 
- masking tape or hot glue 
- funnel 
- mixing spoon or paddle pop stick 

Steps

1

- 1 Open the lid of the jar and place objects into the base of it. You want to have enough space in the jar so that you can see things settle and move around, so in total fill no more than $\frac{1}{2}$ - $\frac{2}{3}$ of the jar. If you are using heavy objects like glass or rocks, fill to around $\frac{1}{8}$ - $\frac{1}{4}$ of the jar.



- 2 Pour glycerine into the jar. The more glycerine you add, the slower the objects will move around the jar when it is full. You can use all glycerine if you choose to.



Steps

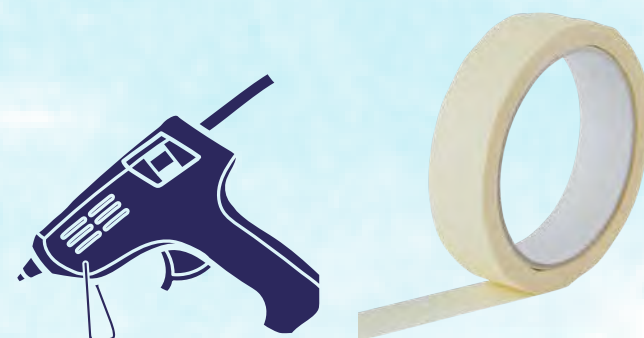
3 If you are adding glitter, food colouring or confetti, place them into the jar when the objects are covered with liquid, then using a spoon or paddle pop stick mix them through.



4 Top up the jar with water or more glycerine leaving a small gap at the top so that the jar is not completely full.



5 When you are happy with how it's looking, seal the opening of the jar by either using hot glue or masking tape so that people won't be tempted to try and open it.



Notes

- You can use a clear craft glue like Elmer's glue dissolved in warm water instead of glycerine for a more economical choice, or a clear oil like baby oil. Please note, these substances are not as thick as glycerine so will make objects fall more quickly. Also, the oil will separate from the water so if you put a colour in the water it will also separate.
- If using oil, use approximately $\frac{1}{2}$ oil and $\frac{1}{2}$ water.
- If adding food colouring only use 1-3 drops so that you can still see through the liquid.
- Water beads will need to be activated prior to adding to the jar so that they don't soak up too much of the liquid. When added to an oil and water mixture they may cause a reaction to happen where the liquid appears aerated after a few uses.

Caution:

When using a hot glue gun ensure that children are properly supervised so they do not burn themselves or get glue everywhere. You may wish to secure it with masking tape only to avoid injury.

Name: _____

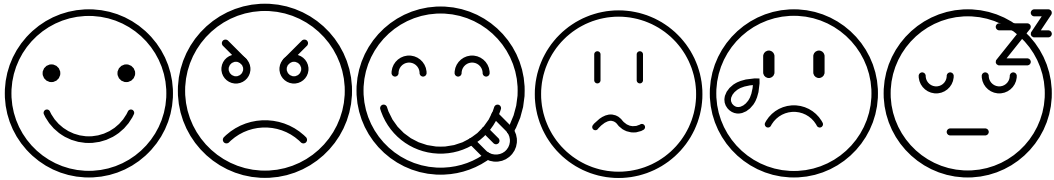
Reflection

- My calm jar can help me...
- I chose the things in my jar because...
- Why don't all of the calm jars look the same?
- I can use my calm jar when...
- This sensory tool could also help...
- How can we help people who are experiencing sensory issues?

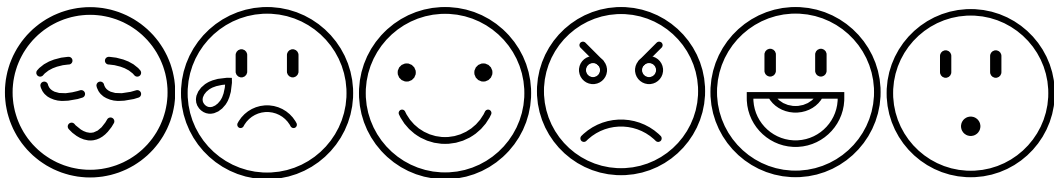
Name: _____

Reflection

I can use my calm jar when I am feeling



My clam jar can help me feel



Items I put in my jar