

Unit Name: Sensory Sessions

Stage: Stage One

Lesson name: Desk Fidget Tool

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 “Desk Fidget Tool” that can be used to hold, fidget with, and refocus attention to create calm. This sensory tool is great for 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 Desk Fidget Tool, students answer prompts relating to the usability of their Desk Fidget Tool.

Students will then reflect on their learning by communicating the impact their sensory tool could have on 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, eg 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>Creative Arts 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>Science and Technology 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>English EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions</p> <p>PDHPE PD1-2 recognises and describes strategies people</p>	<p>TEACHING - Learning intention</p> <p>Warm-up</p> <ol style="list-style-type: none"> 1. Create own memory game 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 pictures. 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.

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:
 - *Who are artists?*
(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 Desk Fidget Tool, students may complete the [Desk Fidget Tool Planning Sheet](#) individually, or you may choose to have a class discussion led by the following guiding questions:
 - *Synonyms for anxious* (concerned, worried, fearful, distressed, bothered)
 - *I feel anxious when*
 - *Ways I can calm myself down* (deep breathing, colouring in, listening to music, fidgeting with a sensory tool, talking to someone you trust)
 - *I am making this tool because* (to fidget with, refocus attention, create calm)
 - *This tool will help me feel* (relaxed, calm, grounded)
 - *I want my desk fidget tool to look like*

If completing the [Desk Fidget Tool Planning Sheet](#) students would

1. Circle the synonyms for anxious (*concerned, worried, fearful, distressed, bothered*)
2. Write or draw an answer to “I feel anxious when”

3. Write or draw an answer to “Ways I can calm myself down”
4. Write or draw an answer to “I am making this tool because”
5. Write or draw an answer to “This tool will help me feel”
6. Draw what they want their desk fidget tool to look like on the provided outline.

4. Display [Desk Fidget Tool Instructions](#)

This Desk Fidget Tool can be used to hold, fidget with, and refocus attention to create calm. It is great to use for focus, calming, grounding and distraction.

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.

5. Students create their own [Desk Fidget Tool](#).

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:

- *Why did we make these Desk Fidget Tools? (To fidget with, refocus attention, create calm)*
- *When would be a good time to use my Desk Fidget Tool? (When feeling scared/anxious/angry/distracted)*
- *Who else could this sensory tool help? (Anyone who is upset or needs help with sensory stimulation)*
- *How could I help someone when they feel uncomfortable? (Ask if they need help, find an adult who could help, be kind, lower my voice, remove loud noises, give them something they find comforting)*
- *What materials did I use to create this sensory tool? (Craft stick, pipe cleaner, beads, rubber bands, tape)*
- *Why do we cover the rubber bands with tape? (The tape covers the rubber bands to make them look nicer, and holds them on so the beads stay secure)*

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

	<p>Students would colour the faces that match the emotion for both of the following questions:</p> <ul style="list-style-type: none"> - <i>My fidget tool might help me feel</i> Pictured: excited, happy, shocked, calm, mad, lucky - <i>I could use my tool when I feel</i> Pictured: mad, lucky, hungry, nervous, sad, tired. <p>Students would then circle the two items (pipe cleaners and beads) that were used to make their fidget tool.</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-cut the pipe cleaners, pre-load the beads 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. - Students with vision challenges may require assistance threading beads onto the pipe cleaner. <p>Hearing:</p> <ul style="list-style-type: none"> - 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. <p>Sensory:</p> <ul style="list-style-type: none"> - Create a space in the classroom that gives students a ‘break’ from constant environmental stimulants. <p>Non-verbal:</p> <ul style="list-style-type: none"> - Support students’ preferred ways of communication. - Incorporate technology or devices in group discussions. - 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

- [Learning Intention](#)
- [Create Own Memory Game](#)
- [Sensory Tools Toolkit](#)
- [Sensory Session Toolkit Fact Sheet](#)
- [An Artist...](#)
- [Desk Fidget Tool Planning Sheet](#)
- [Desk Fidget Tool Instructions](#)
- [Desk Fidget Tool Reflection Sheet](#)
- [Desk Fidget Tool 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.

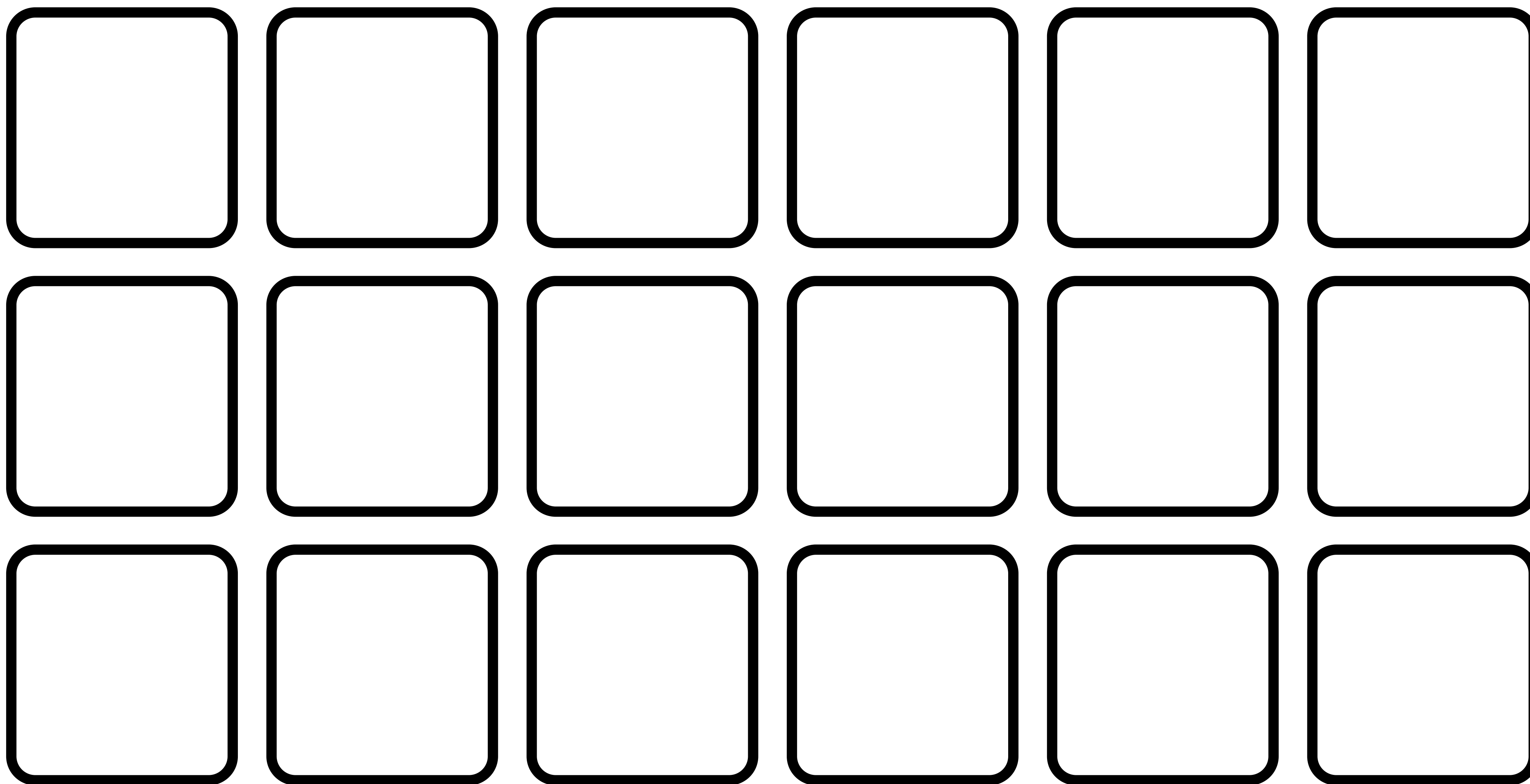
I am an artist and I can make a sensory tool to help me be calm and concentrate.

Learning Intentions

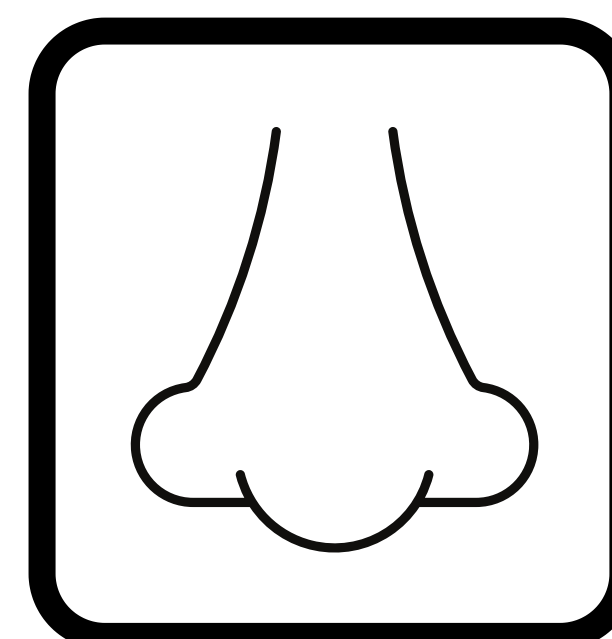
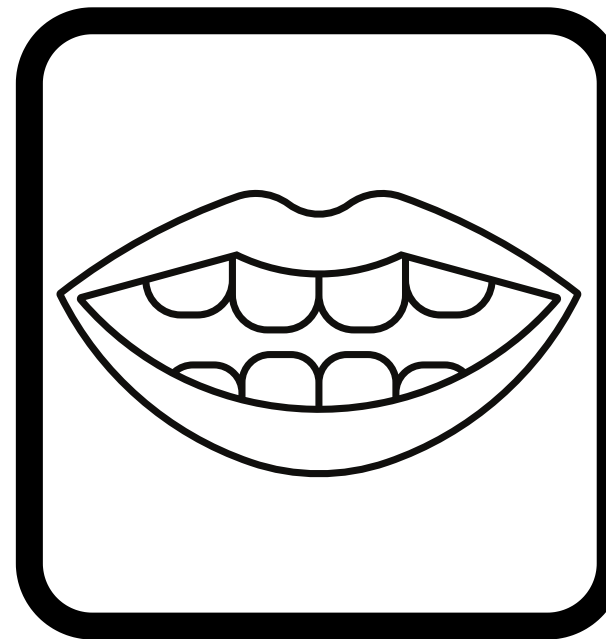
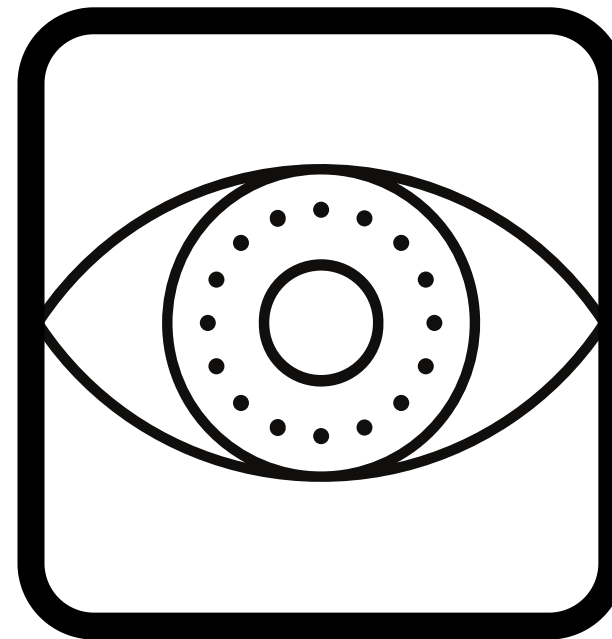
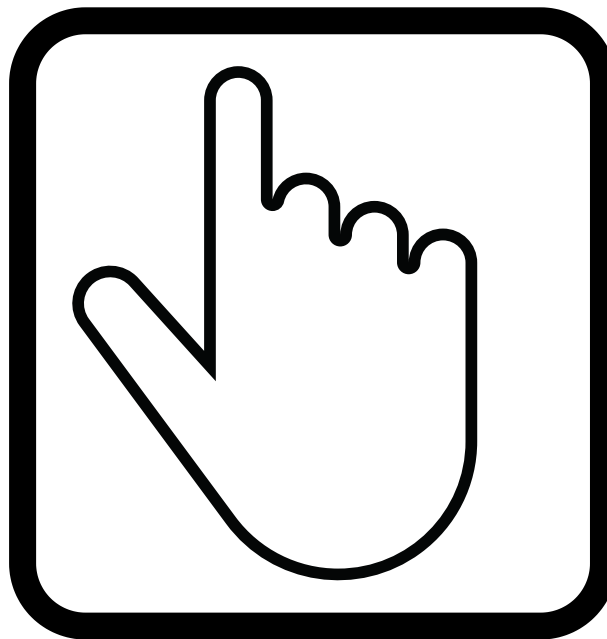
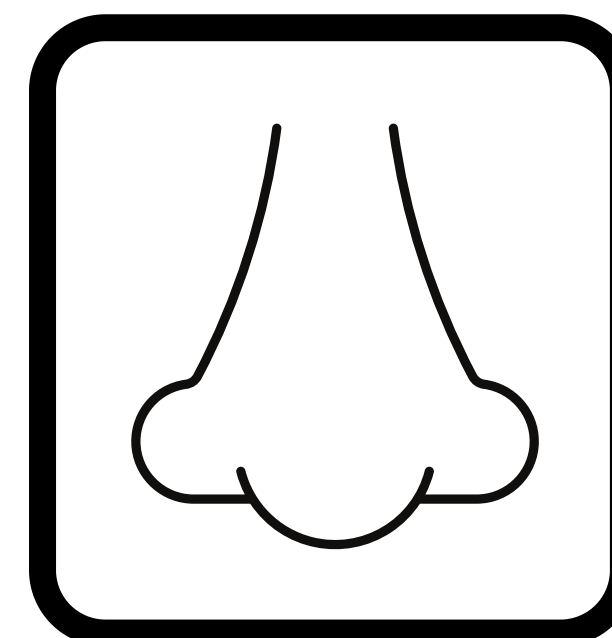
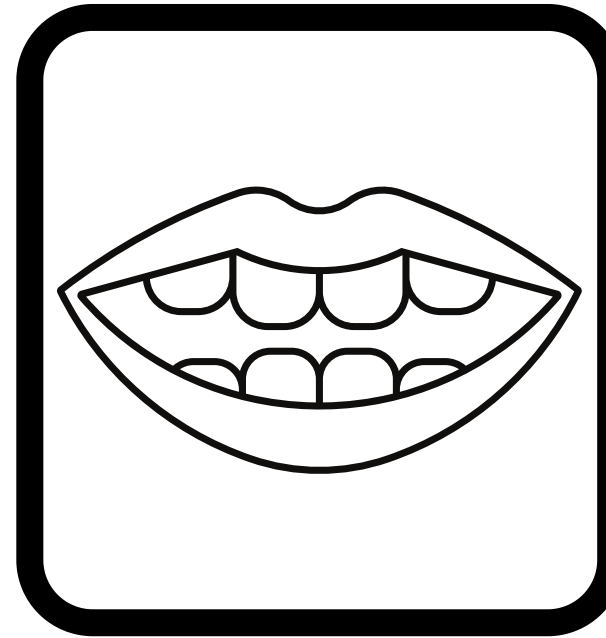
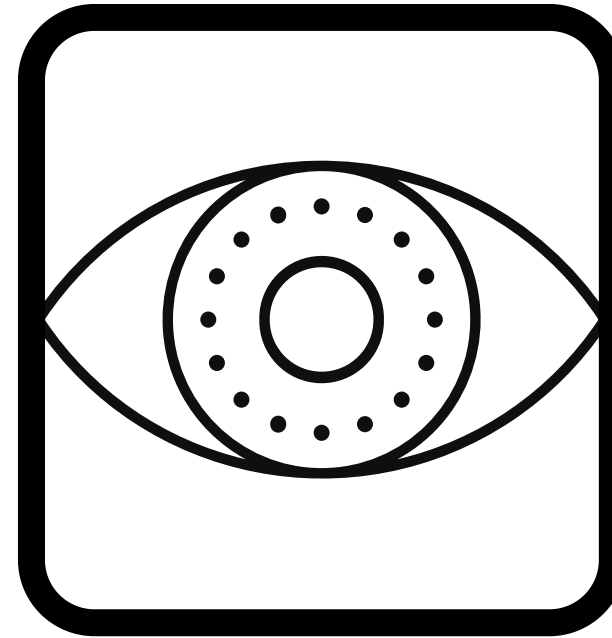
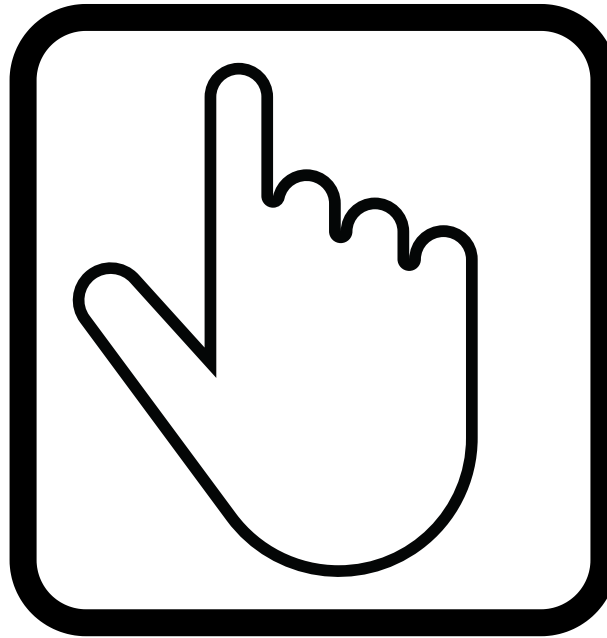
- I know who artists are, what they do and what they make
- I can use various materials and equipment to create a sensory tool
- I can describe and respond to what my artwork/sensory tool is used for
- I can communicate self-management skills and how my sensory tool will help with my emotions

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

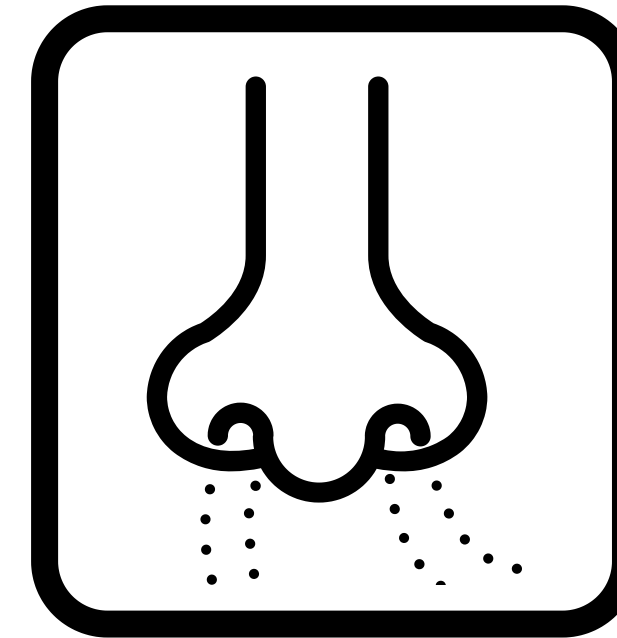
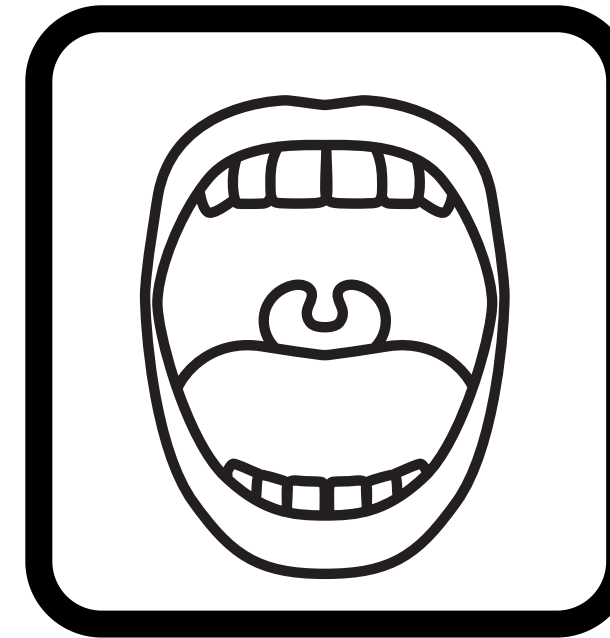
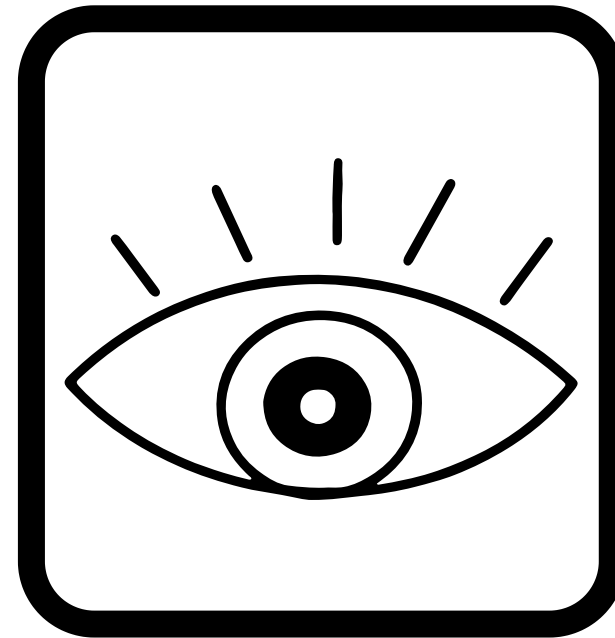
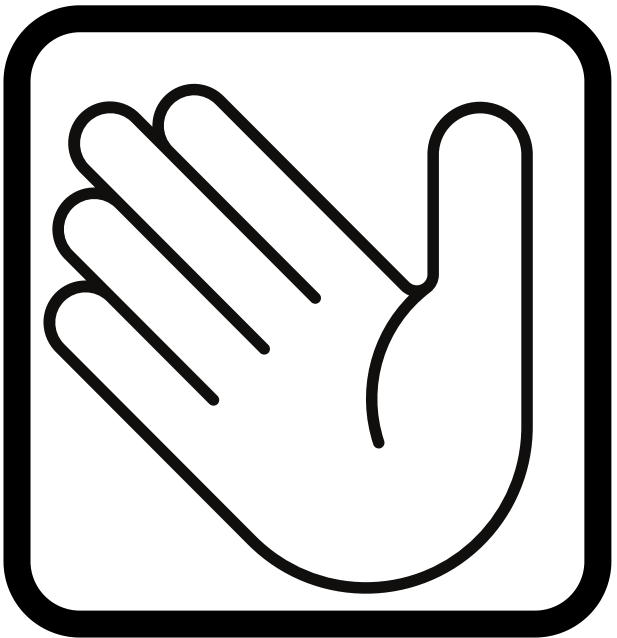
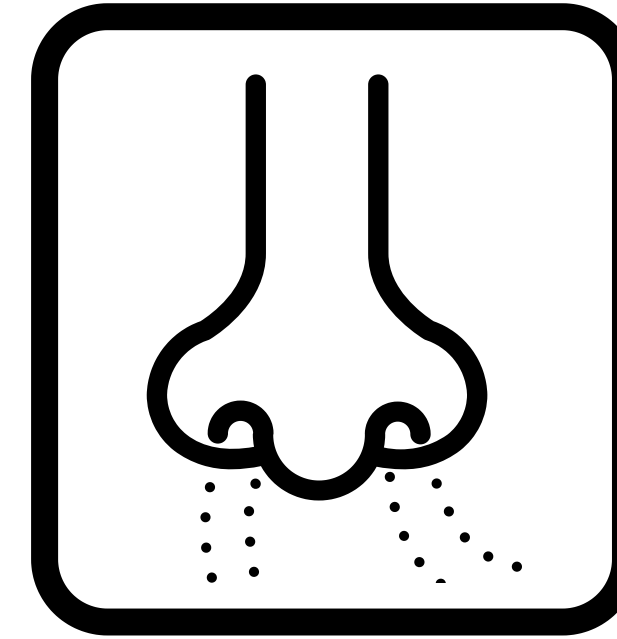
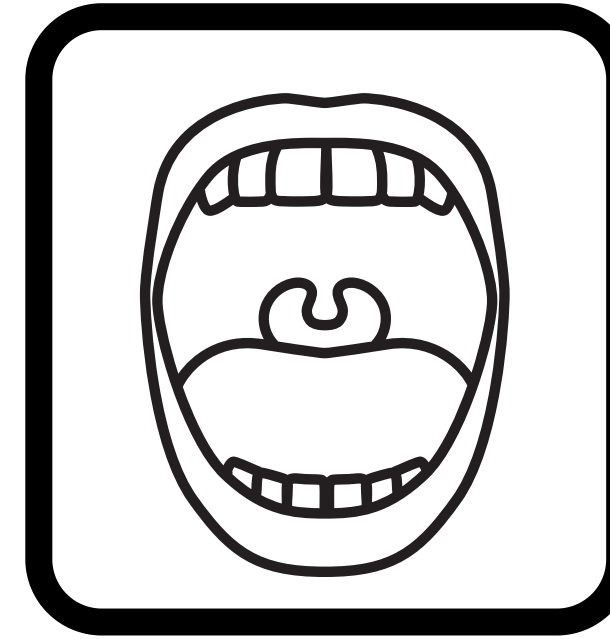
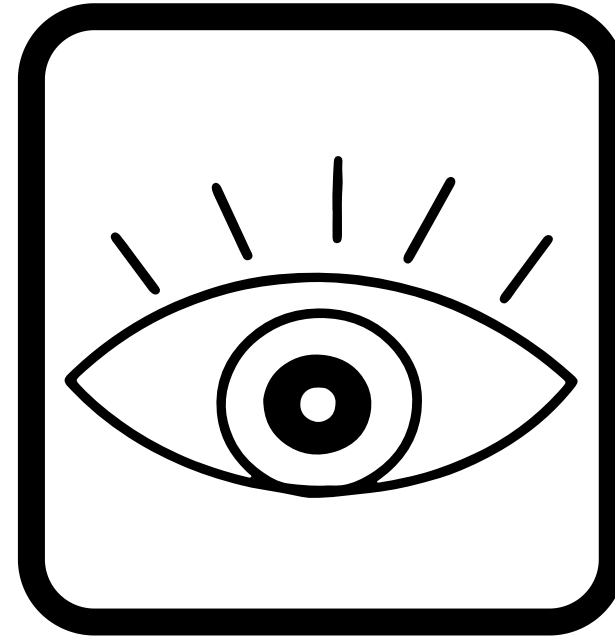
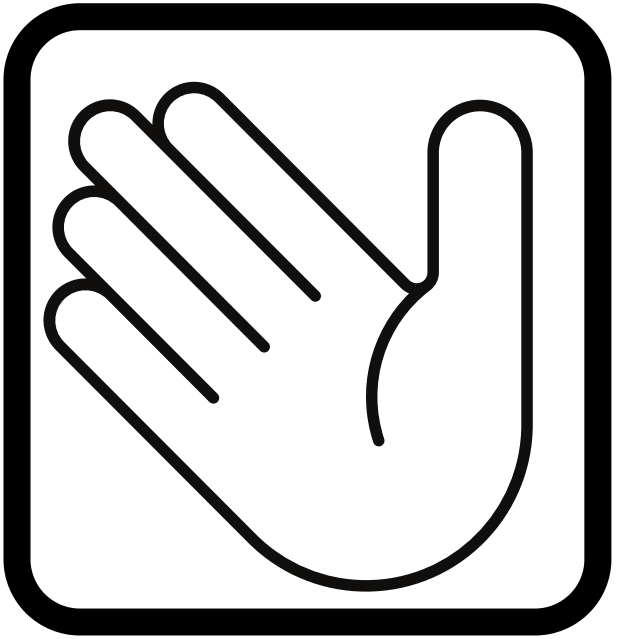
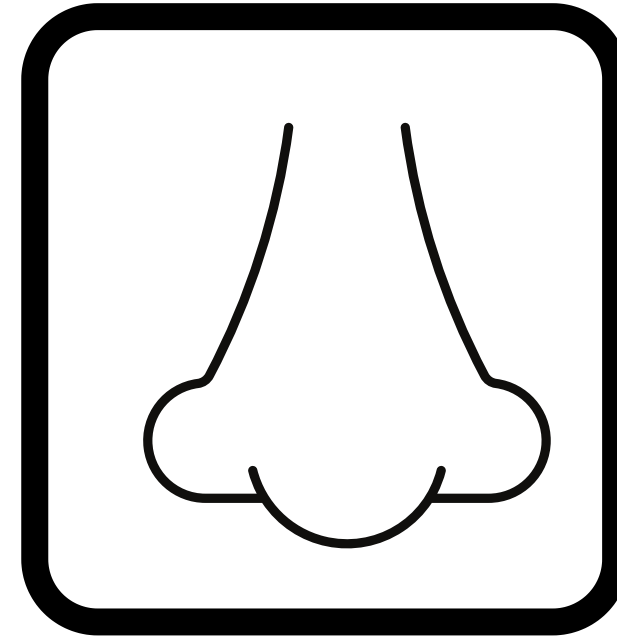
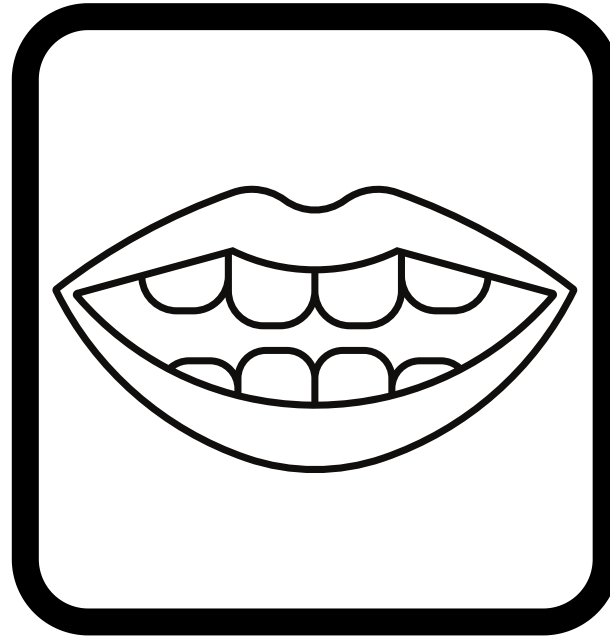
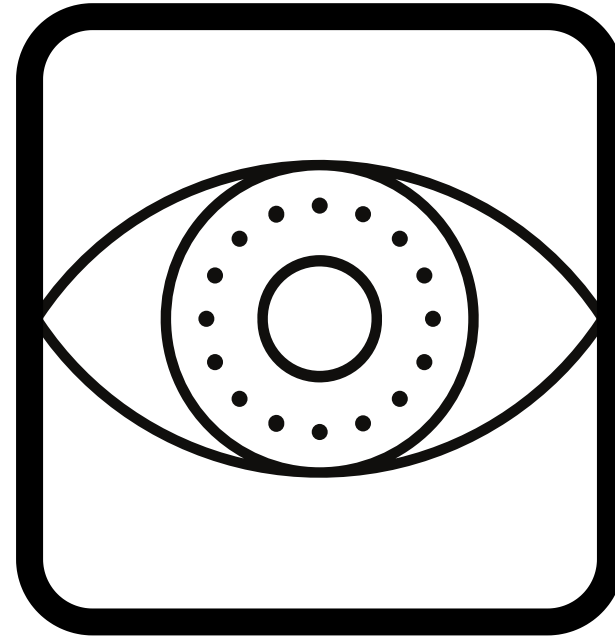
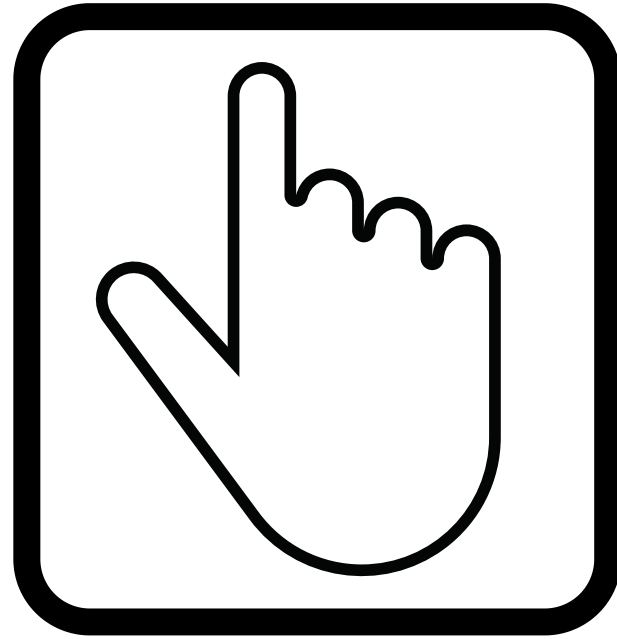
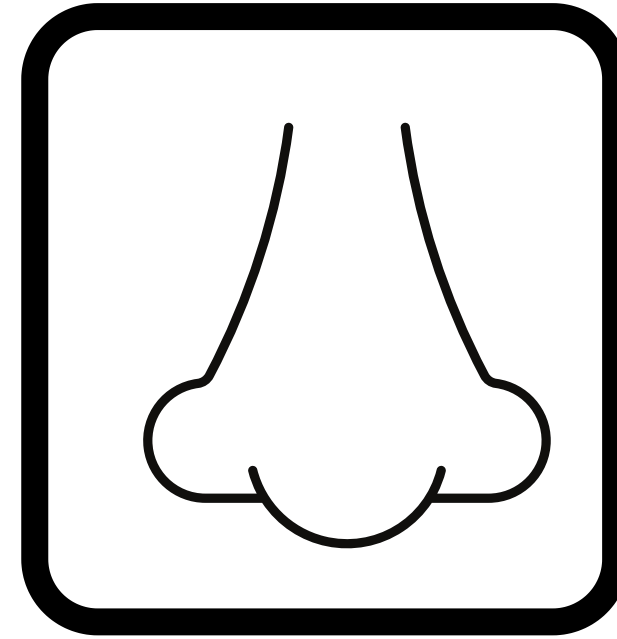
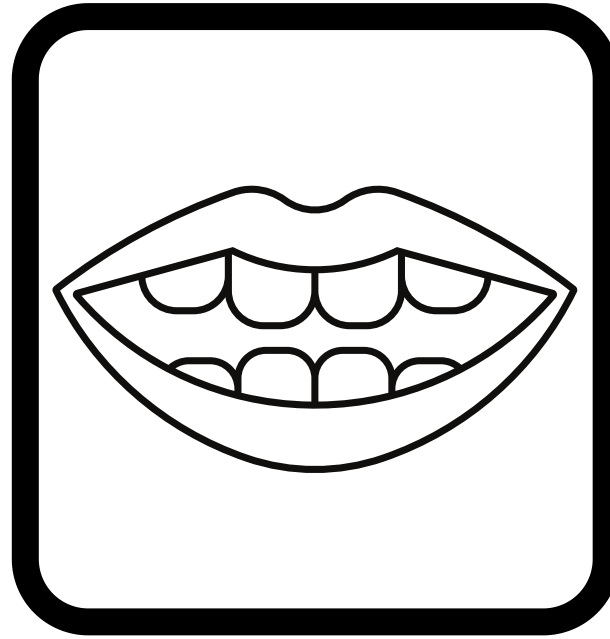
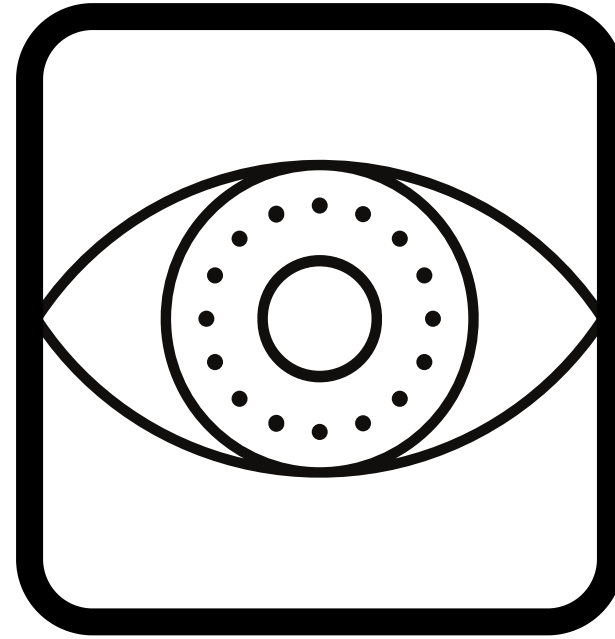
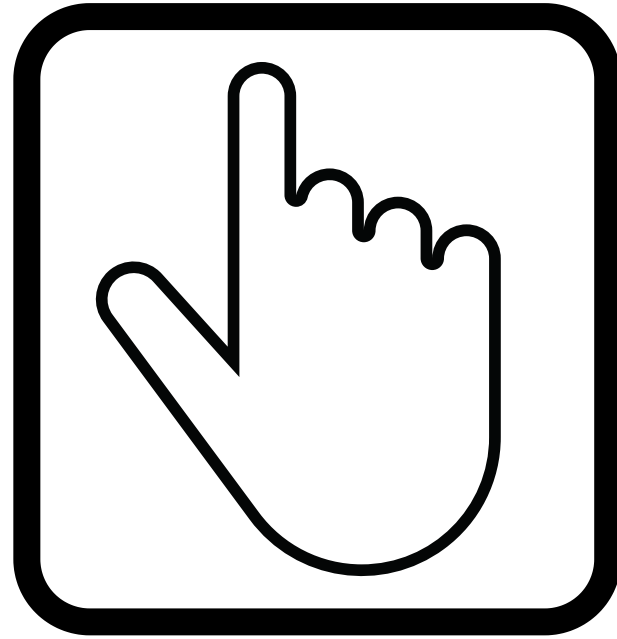
sight

taste

hearing

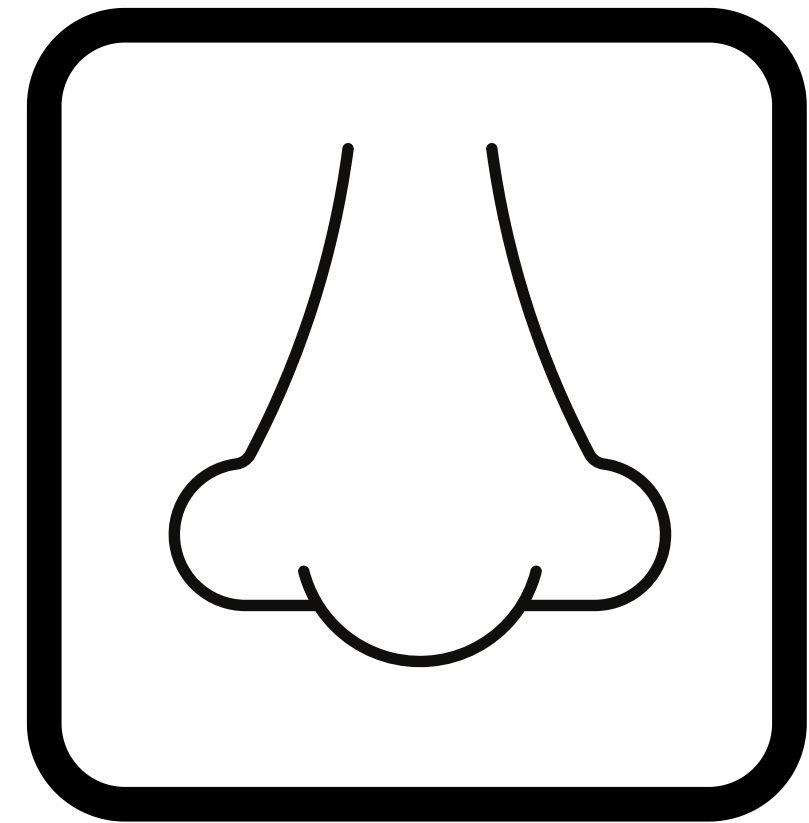
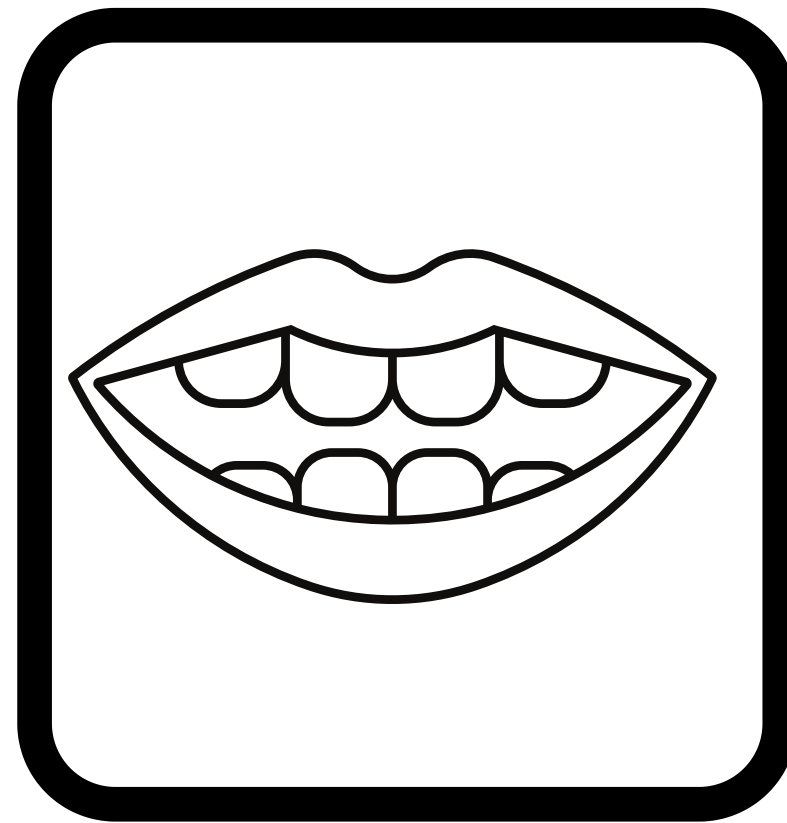
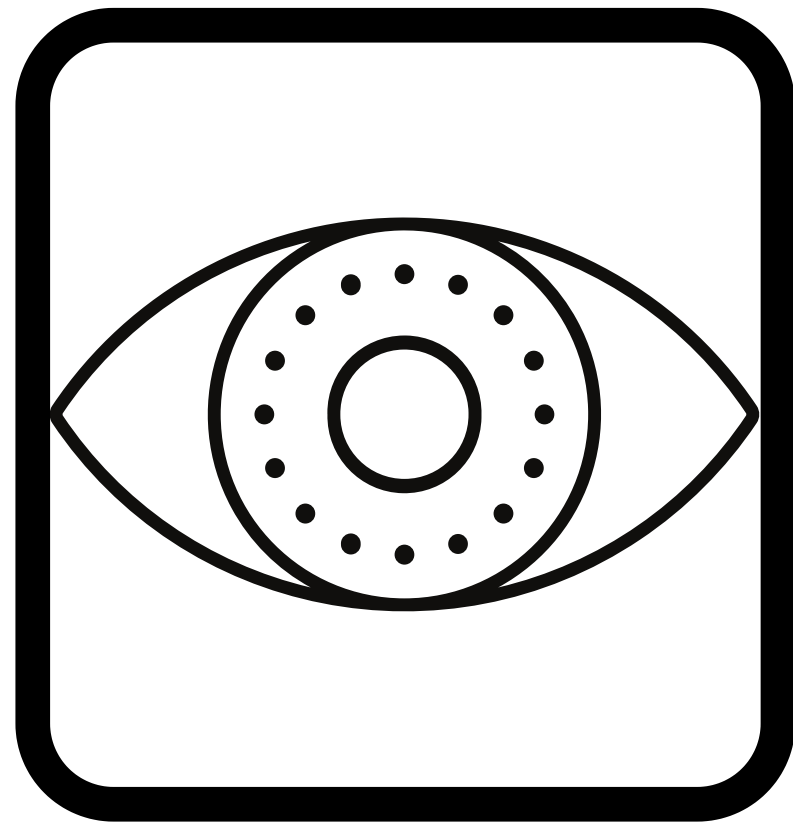
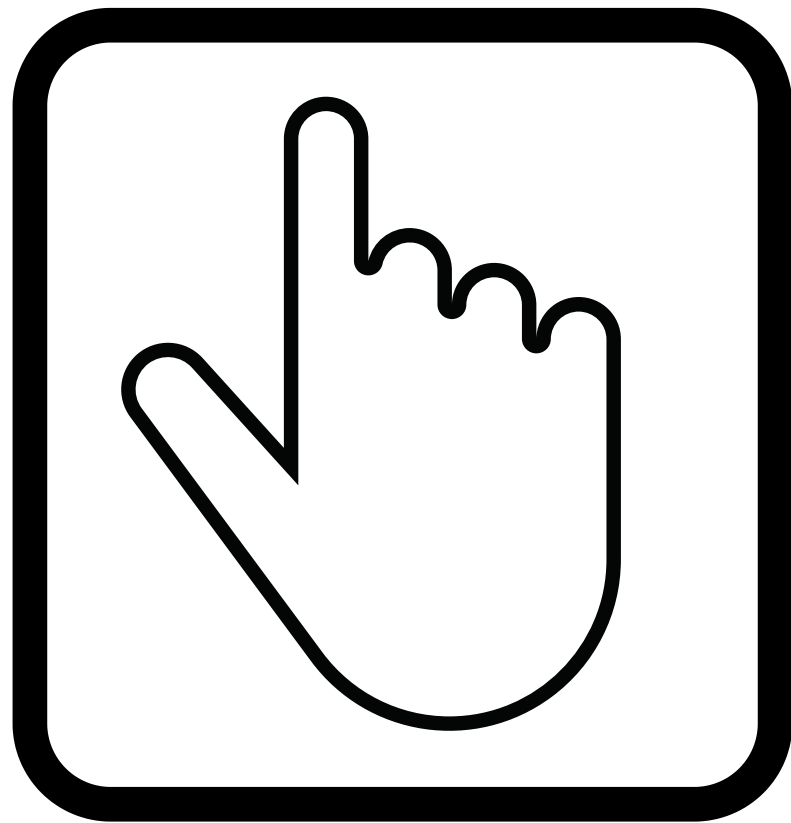
smell

Senses Memory



Senses Memory

Beginner



touch

sight

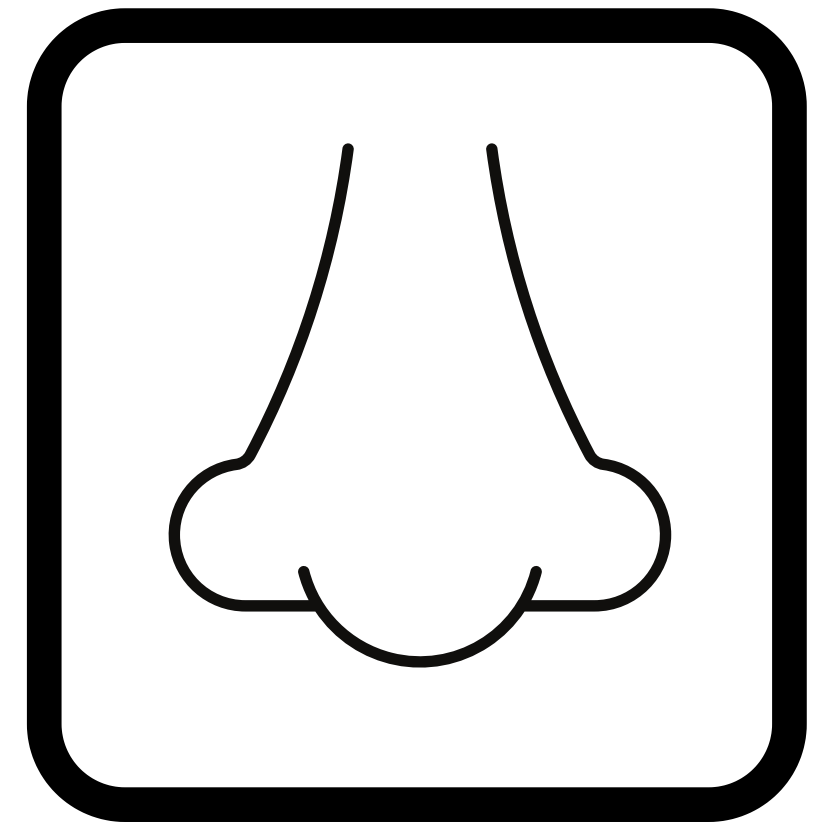
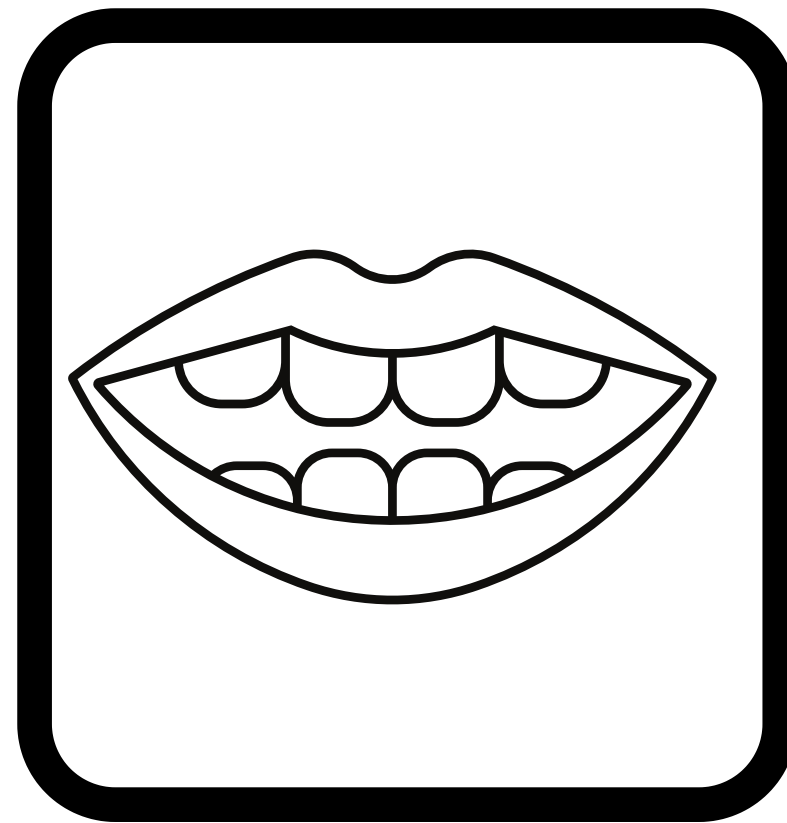
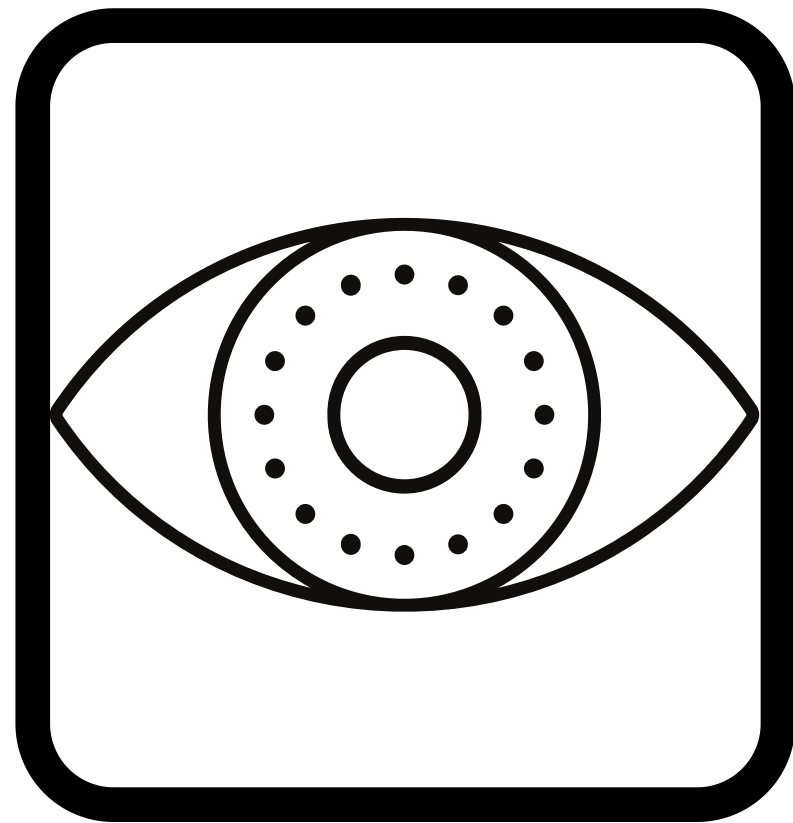
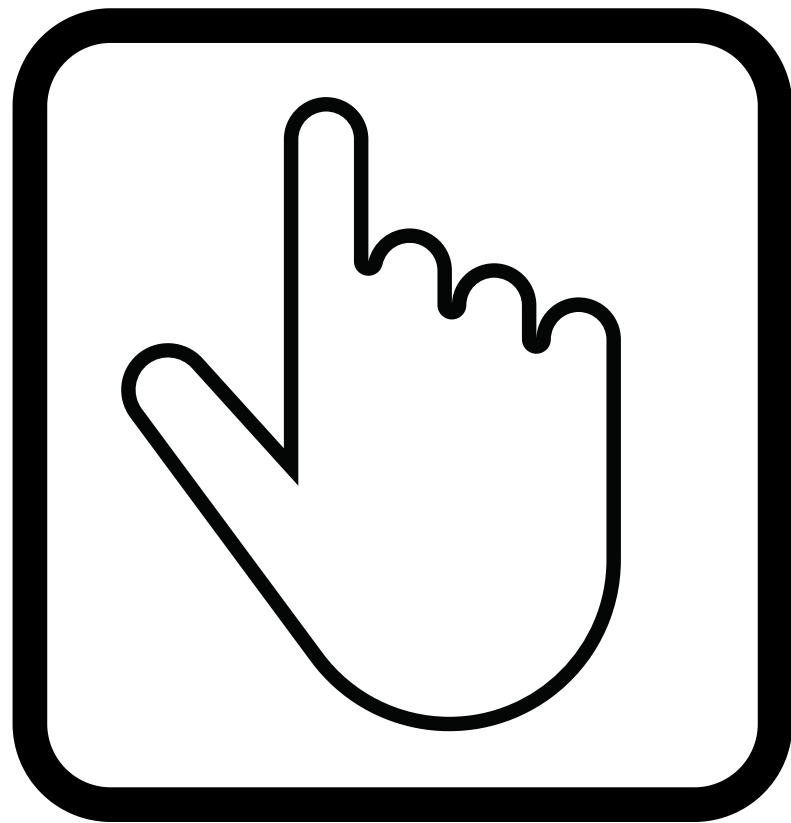
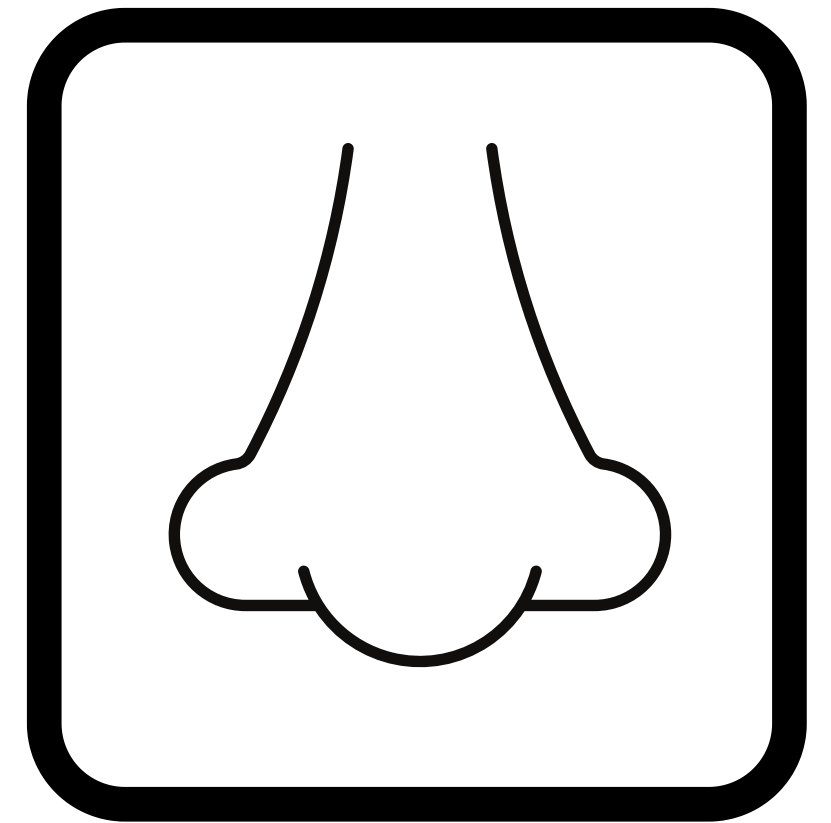
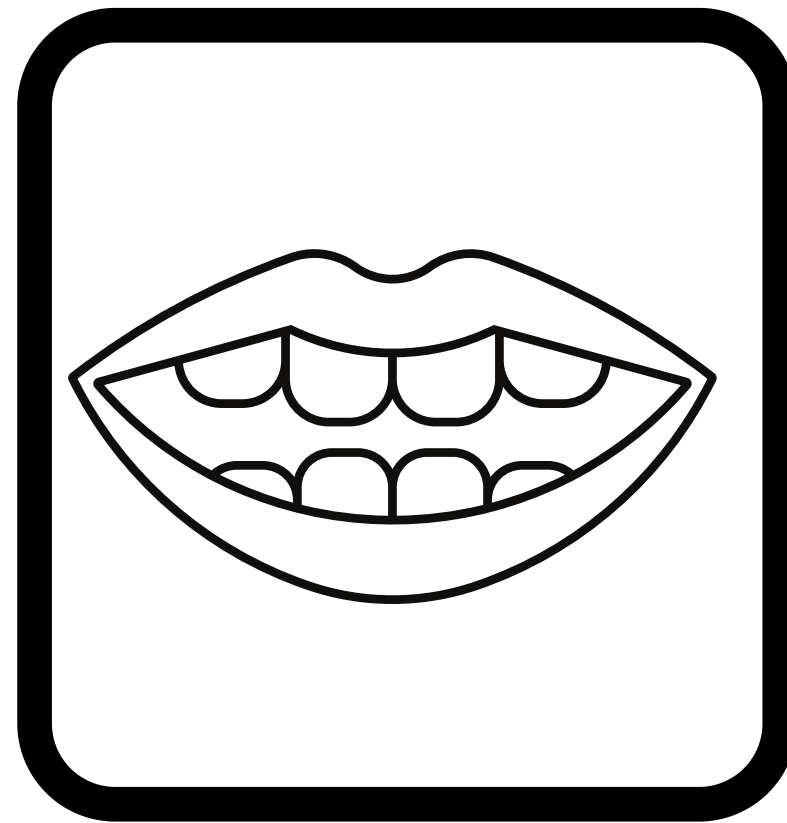
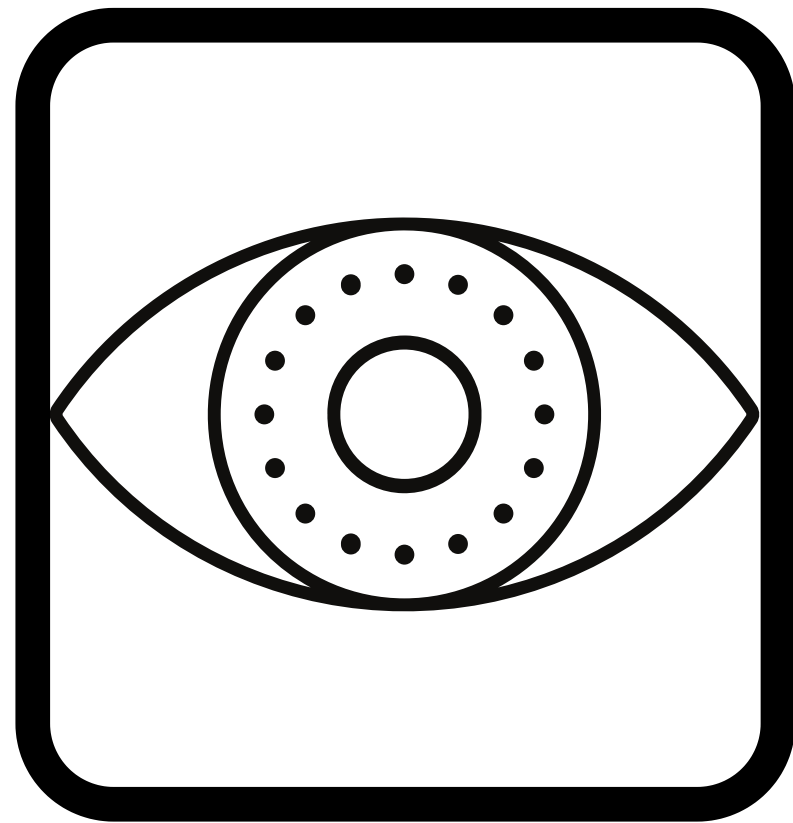
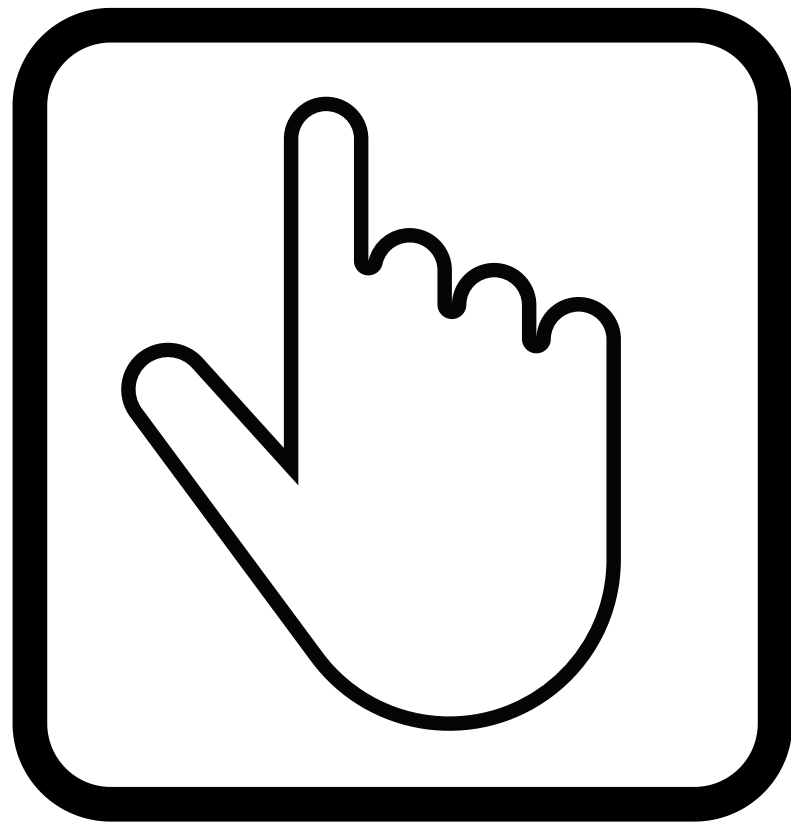
taste

hearing

smell

Senses Memory

Beginner





Sensory Tools

We have



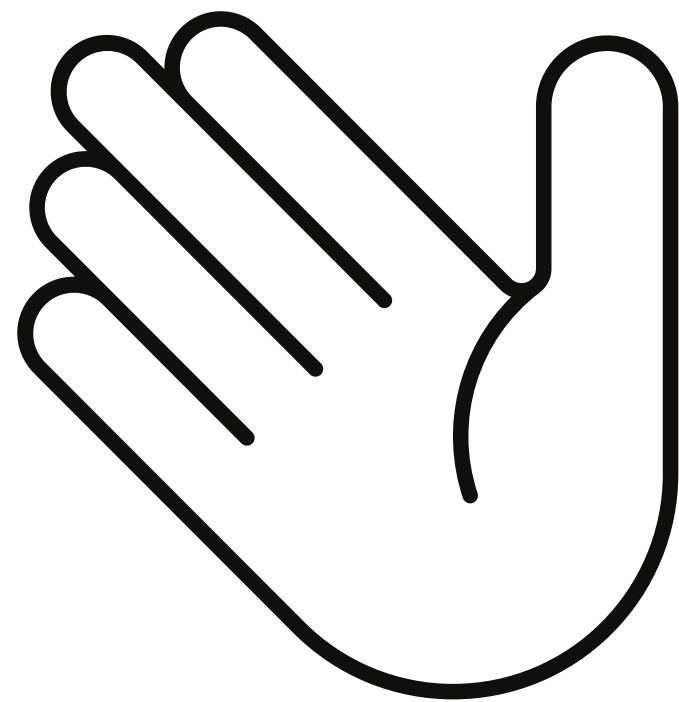
senses

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

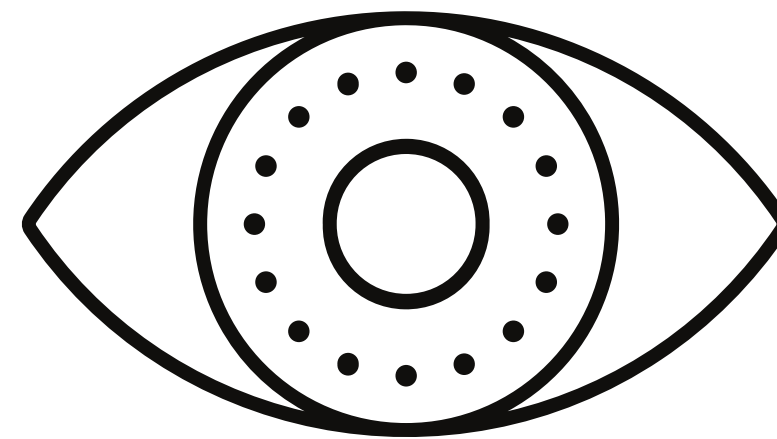
Our 8 Senses:

- 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.

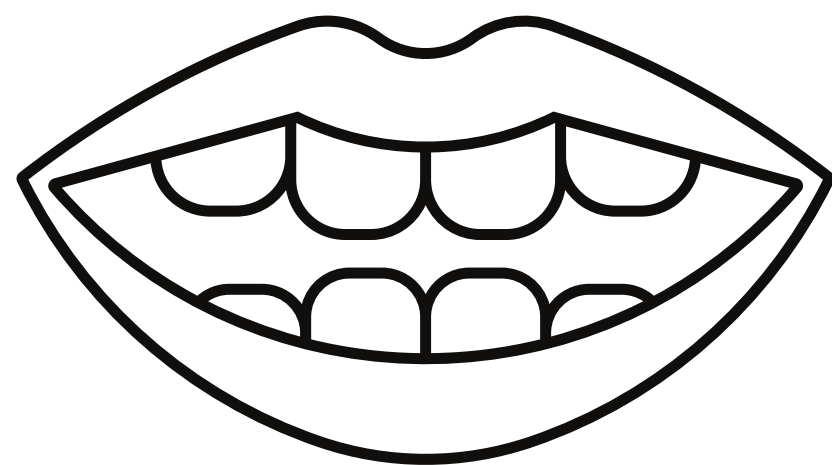
5 ^{main} senses



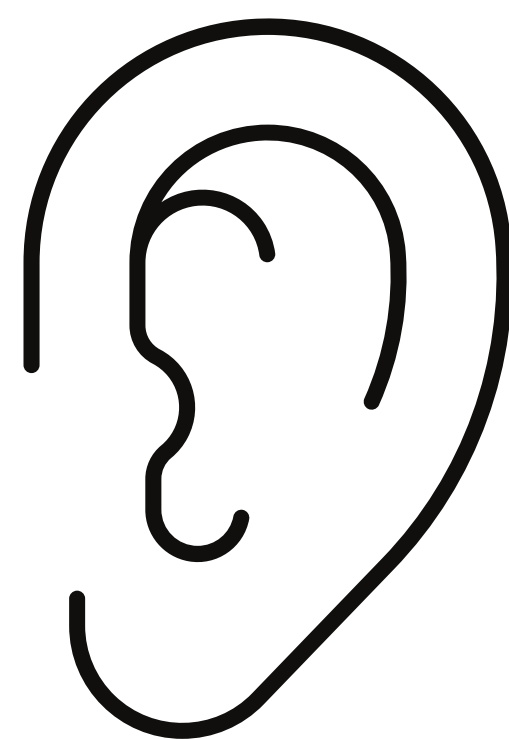
Touch



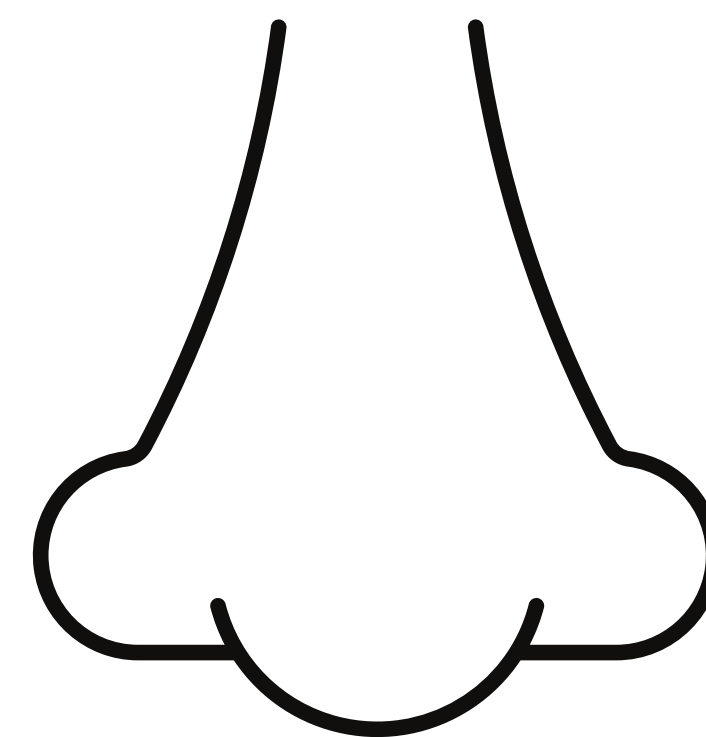
Sight



Taste

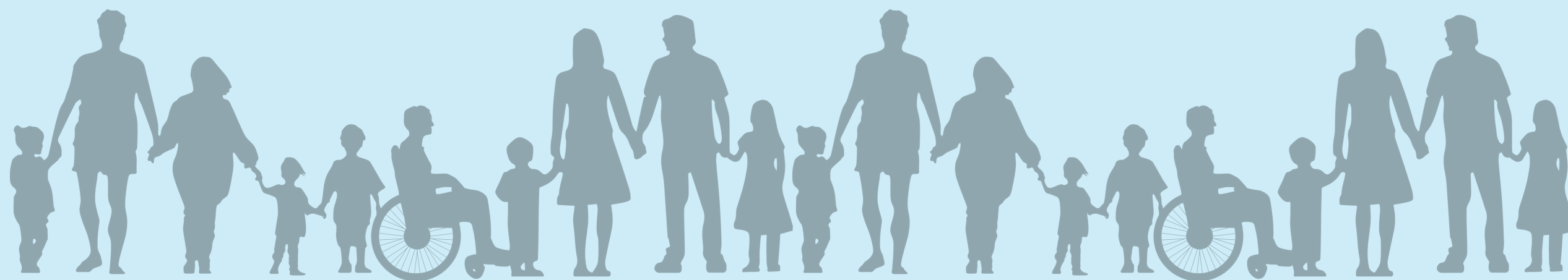


Hearing



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**

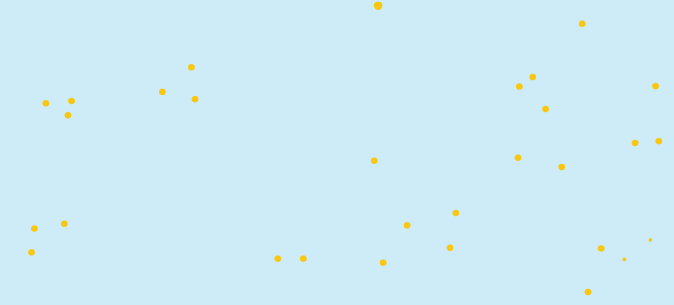


**Sensory tools can
help you feel calm
and safe.**

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

Some people need extra help to concentrate.

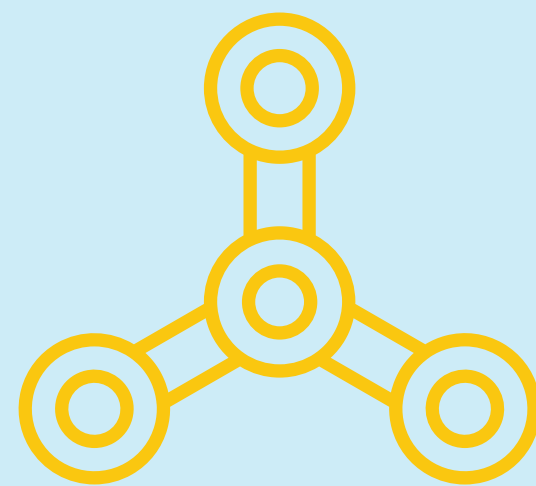
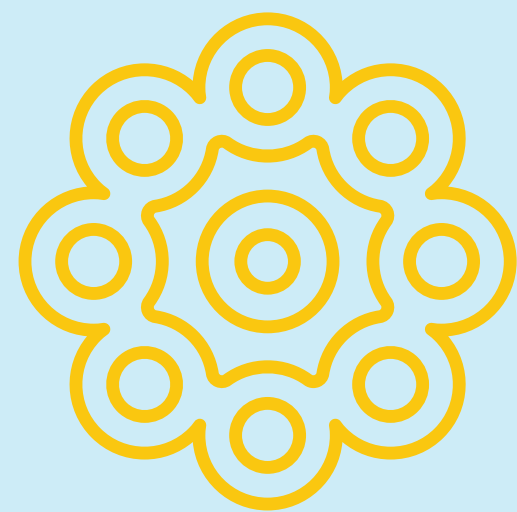
Sensory tools, such as fidget tools, can help them focus.



There are many types of sensory items that might help.

Some common items include

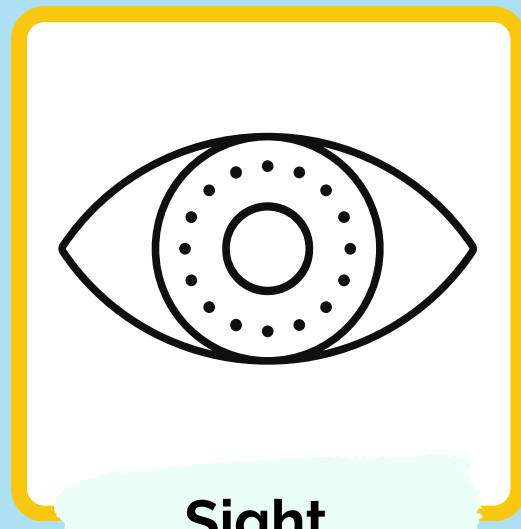
- weighted animals
- fidget toys
- balance items
- ear muffs



Our 5^{main} senses



Touch



Sight



Taste



Hearing



Smell

Some people have sensory challenges.



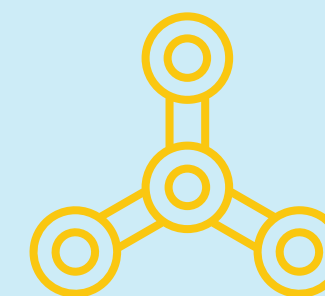
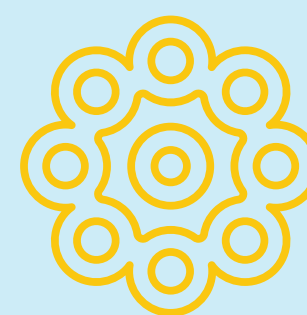
Lots of people use sensory tools to help them

- **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



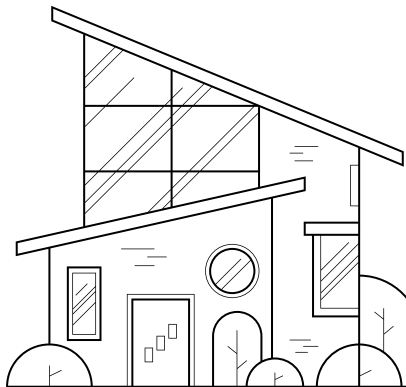
Sculpture



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



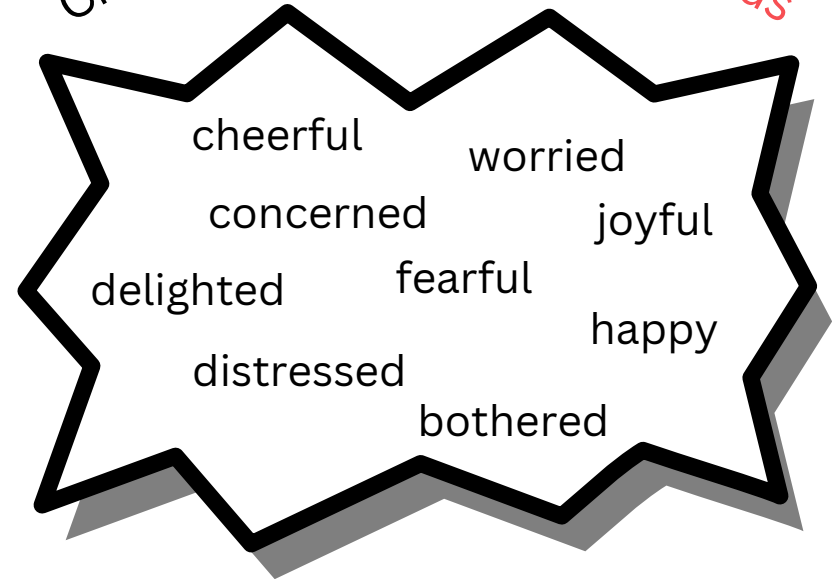
Painted Bowl



Name: _____

I feel anxious when:

Circle the synonyms for *anxious*



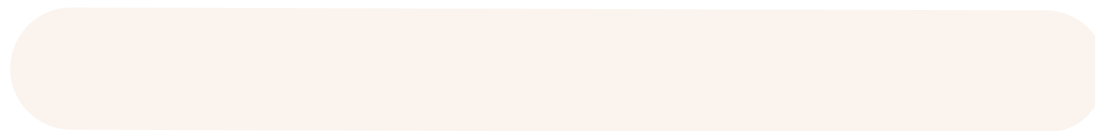
Ways I can calm myself down:

**This Desk Fidget Tool can be used to hold, fidget with,
and refocus attention to create calm.
It is great to use for **focus, calming, grounding and distraction.****

I am making this tool because:

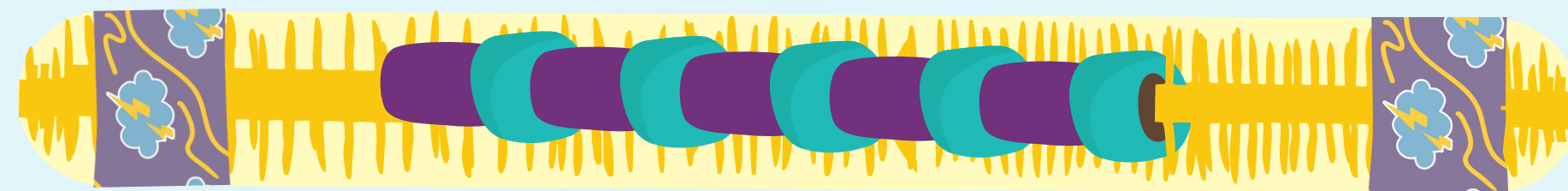
This tool will help me feel:

I want my desk fidget tool to look like this



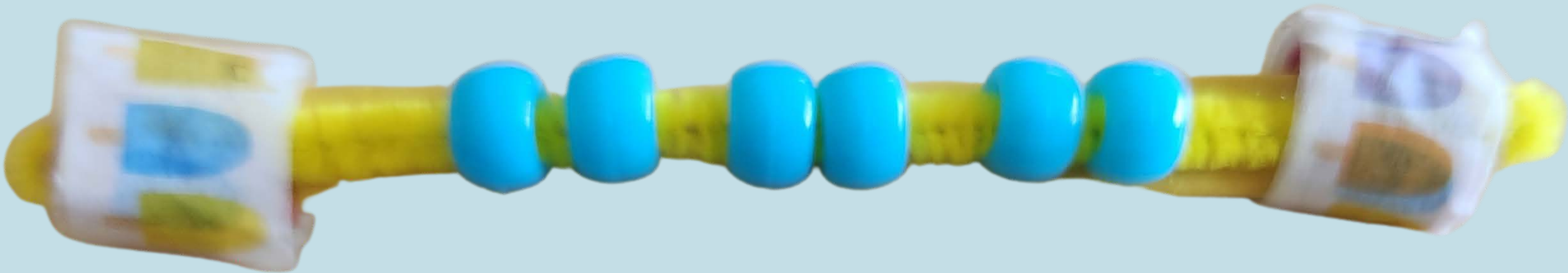
Make your own

Desk fidget Tool



**This Desk Fidget Tool can be used to hold,
fidget with, and refocus attention
to create calm.**

It is great to use for
focus
calming
grounding
distraction



Materials and equipment

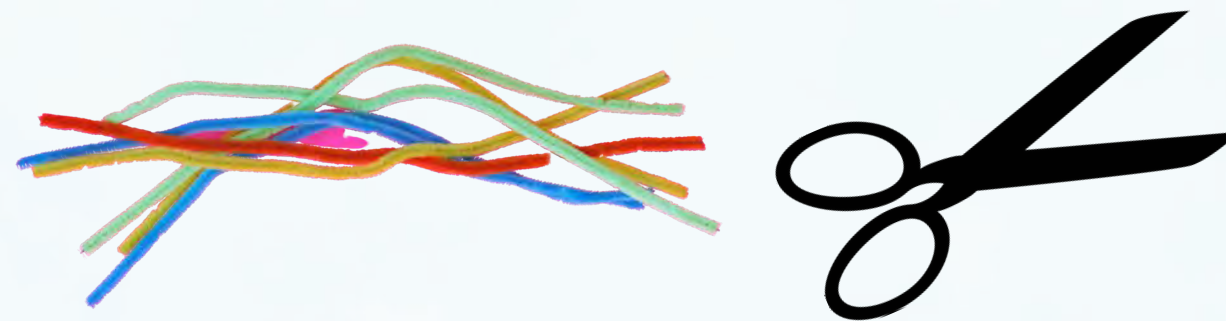
Each student needs:

- Craft stick 
- Pipe cleaner 
- 6-10 beads 
- 2 rubber bands 
- Coloured tape 
- Scissors 

Steps

1

- 1 Cut your pipe cleaner so it is roughly 6cm longer than your craft stick.



- 2 Slide 6-10 beads onto the pipe cleaner.



- 3 Lay your pipe cleaner along the craft stick.

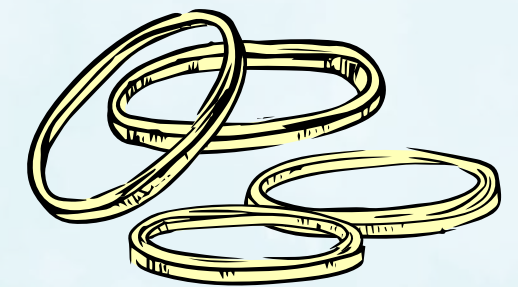


Steps

2

4 Bend both ends of the pipe cleaner over the reverse side of the craft stick (roughly 3cm of pipe cleaner on either end of the reverse side.)

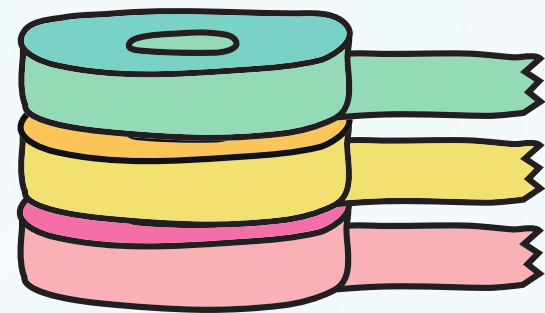
5 Secure each end with a rubber band.



Steps

3

- 6 Wrap a piece of tape around each rubber band.

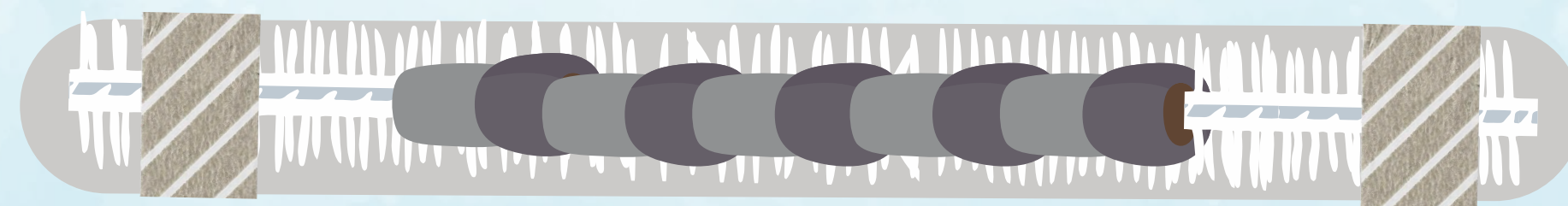


- 7 Use one long strip of tape to stick the ends of the pipe cleaner to the back side of the craft stick.

Notes

Additional notes/considerations:

- Test the tape before the lesson. Some decorative tapes are not sticky enough and will fall off.



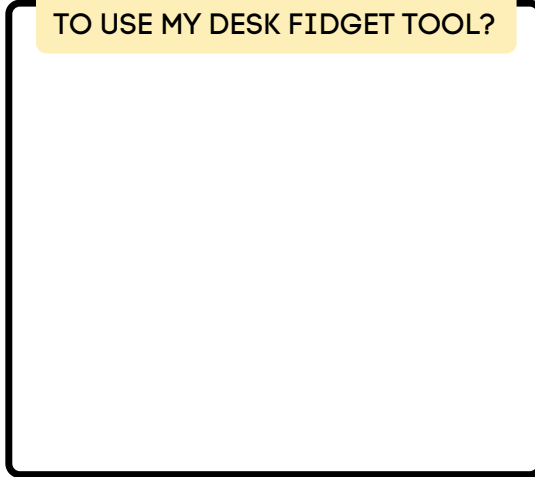
DESK FIDGET TOOL REFLECTION

Name: _____

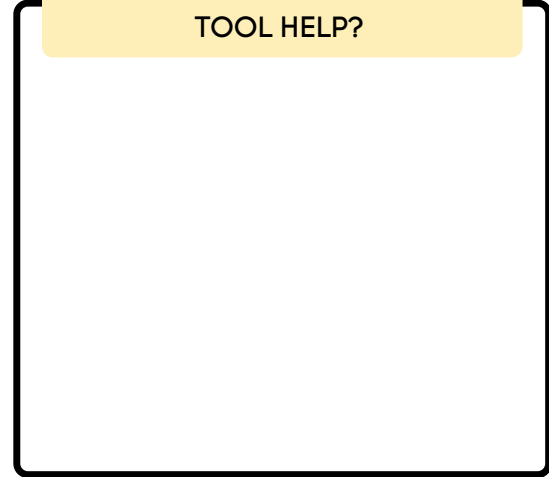
WHY DID WE MAKE THESE DESK
FIDGET TOOLS?



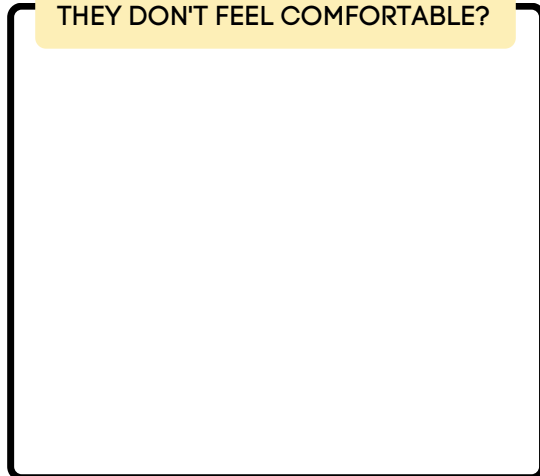
WHEN WOULD BE A GOOD TIME
TO USE MY DESK FIDGET TOOL?



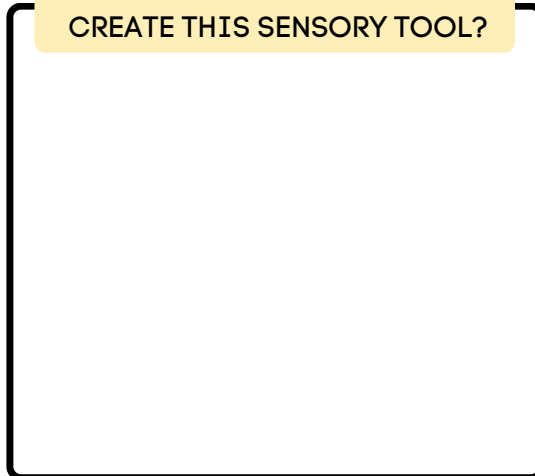
WHO ELSE COULD THIS SENSORY
TOOL HELP?




HOW COULD I HELP SOMEONE WHEN
THEY DON'T FEEL COMFORTABLE?



WHAT MATERIALS DID I USE TO
CREATE THIS SENSORY TOOL?



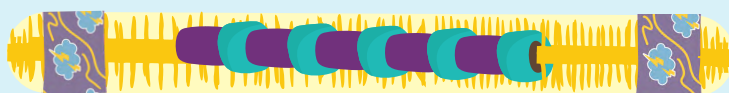
WHY DO WE COVER THE RUBBER
BANDS WITH TAPE?



Stage One

Desk fidget Tool

Teacher Guide



Desk Fidget Tool Teacher Guide

Uses & Benefits

This Desk Fidget Tool can be used to hold, fidget with, and refocus attention to create calm. It is great to use for focus, calming, grounding and distraction.

Materials & Equipment

Each student needs:

Craft stick
Pipe cleaner
6-10 beads
2 rubber bands
Coloured tape
Scissors

How to make

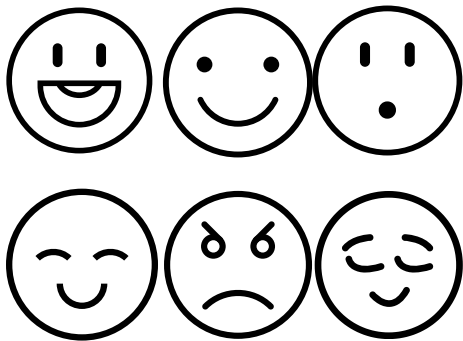
1. Cut your pipe cleaner so it is roughly 6cm longer than your craft stick.
2. Slide 6-10 beads onto the pipe cleaner.
3. Lay your pipe cleaner along the craft stick.
4. Secure each end with a rubber band.
5. Bend both ends of the pipe cleaner over the reverse side of the craft stick (roughly 3cm of pipe cleaner on either end of the reverse side.)
6. Use one long strip of tape to stick the ends of the pipe cleaner to the back side of the craft stick.
7. Wrap a piece of tape around each rubber band.

Additional notes/considerations:

Test the tape before the lesson. Some decorative tapes are not sticky enough and will fall off.

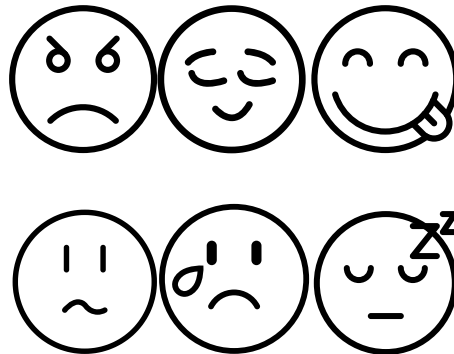
DESK FIDGET TOOL REFLECTION

1



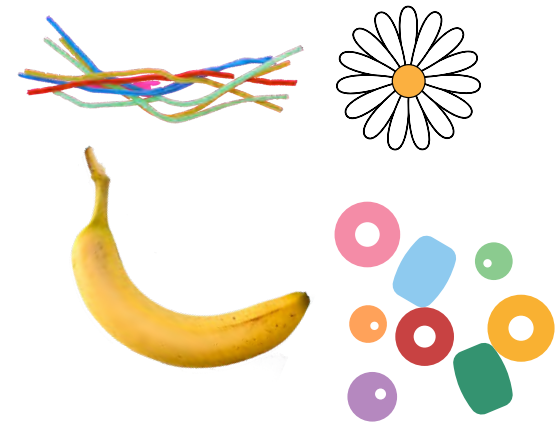
MY FIDGET TOOL MIGHT
HELP ME FEEL

2



I COULD USE MY TOOL
WHEN I FEEL

3



WHAT ARE 2 **MATERIALS**
YOU USED?

Name: _____