

**Unit Name: Sensory Sessions**

**Lesson name: Chatterbox**

**Stage: Stage Two**

**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 “Chatterbox” that can be used to refocus attention and uses repetitive actions to create calm. These chatterboxes are designed to help children self-regulate, whilst learning about their senses and fostering positive self-talk.

Students will start the lesson by participating in timed task cards warm-up 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 Chatterbox, 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 own and others’ emotions and sensory regulation.

## 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><b><u>Creative Arts</u></b>  <b>Making</b>  <b>VAS2.1</b> Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of the subject matter.</p> <p><b>Appreciating</b>  <b>VAS2.3</b> Acknowledges that artists make artworks for different reasons and that various interpretations are possible.</p> <p><b><u>Science and Technology</u></b>  <b>ST2-2DP-T</b> selects and uses materials, tools and equipment to develop solutions for a need or opportunity</p> <p><b><u>English</u></b>  <b>EN2-1A</b> communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <p><b><u>PDHPE</u></b>  <b>PD2-2</b> explains and uses</p>	<p><b>TEACHING</b> - <a href="#">Learning intention</a></p> <p><b>Warm-up</b></p> <p>1. Students participate in the <a href="#">Timed Task Cards</a> 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 time frame. 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><b>LEARNING</b></p> <p><b>Group Activities: Lesson Content</b></p> <p>1. Display <a href="#">Sensory Tools Toolkit</a> or the <a href="#">Sensory Session Toolkit Fact Sheet</a> 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"> <li>- <i>More than 4.3 million people in Australia have a disability. Some disabilities include sensory challenges.</i></li> <li>- <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></li> </ul>

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 help us to regulate sensory input. They help us to receive sensory information in a manageable way.*
- *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:

- *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).

### Individual activities

#### 1. Prior to constructing their own Chatterbox, students complete the [Chatterbox Planning Sheet](#) individually, or you may choose to have a class discussion led by the following guiding questions:

- *I feel frustrated when*
- *Synonyms for frustrated* (furious, exasperated, mad, annoyed, cross, aggravated, irritated, angry)
- *Ways I can calm myself down* (deep breathing, colouring in, listening to music, fidgeting with a sensory tool, talking to someone you trust)
- *Materials I will need* (template, scissors, coloured pencils/textas/crayons)
- *I want my chatterbox to look like this.*

**2.** Display [Chatterbox Instructions](#).

*Chatterboxes refocus attention and use repetitive actions to create calm. These chatterboxes are designed to help children self-regulate, whilst learning about their senses and fostering positive self-talk.*

You may choose to print a copy of the [Instructions](#) (pages 5 - 8) for students to use, and/or display the slides for students to follow.

**3.** Using the [Chatterbox Templates](#), students create their own [Chatterbox](#).

**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:

- *I can use my chatterbox when...*  
(overwhelmed/scared/anxious/angry/distracted/nervous)
- *My chatterbox can help me feel...* (confident, calm, focused, reassured)
- *What else could I have included on my chatterbox?* (kind words, things that would make me smile, jokes, affirmations, calming techniques)
- *How can we help people who are experiencing sensory issues?* (Ask if they need help, find an adult who could help, be kind, lower my voice, remove loud noises, give them something to fidget with or something they find comforting).

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

Students would colour the faces that match the emotion for both of the following questions:

- *I can use my chatterbox when I am feeling*  
Pictured: happy, mad, hungry, nervous, sad, tired
- *My chatterbox can help me feel*  
Pictured: lucky, sad, happy, mad, excited, shocked

Students would then circle the three items (template, coloured pencils, scissors) that they used to create their chatterbox.

Pictured: template, broccoli, pencils, ball, scissors.

**Adaptations, Considerations and/or Adjustments**

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

**Physical:**

- Throughout the Timed Task Cards warm-up
  - 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.

**Vision:**

- Throughout the Timed Task Cards warm-up
  - o Cards 7, 9, and 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.
  - o Card 15 asks students to describe objects that they can see. You may choose to exclude or replace this question.
- Students may benefit from being put in pairs for 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:**

- Throughout the Timed Task Cards warm-up
  - o 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.
  - o 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
  - o 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 discussions.
- Ask targeted closed questions.

**EAL/D:**

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

**Other:**

- 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" or "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

[Learning Intention](#)  
[Timed Task Cards](#)  
[Sensory Tools Toolkit](#)  
[Sensory Session Toolkit Fact Sheet](#)  
[An Artist...](#)  
[Chatterbox Planning Sheet](#)  
[Chatterbox Instructions](#)  
[Chatterbox Templates](#)  
[Chatterbox Reflection Sheet](#)  
[Chatterbox Teacher Guide](#)

### Resources for Adjustments (if applicable)

[Chatterbox 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 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	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	



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	



Picture 2



Picture 1



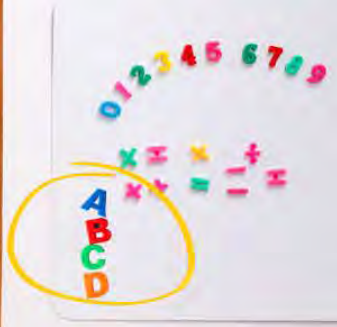
Picture 2



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.**

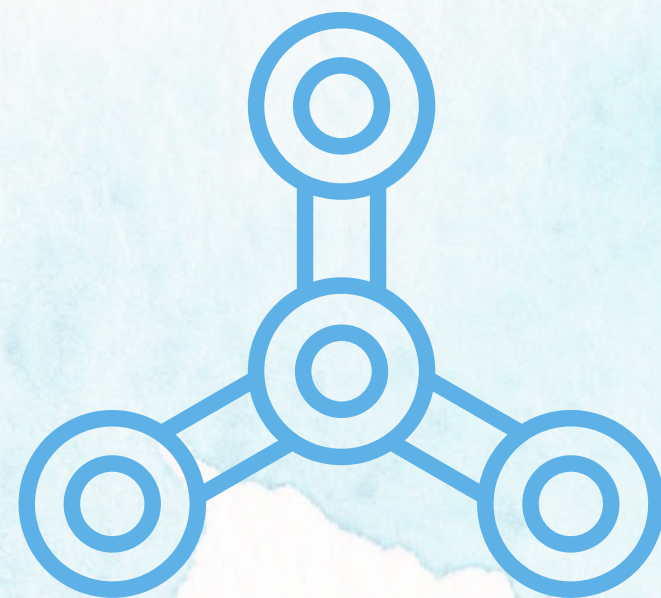


Sometimes if the situation or environment cannot be changed, people can use **sensory tools to assist them to increase or decrease their alertness,** depending on what is appropriate for the situation.

**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.

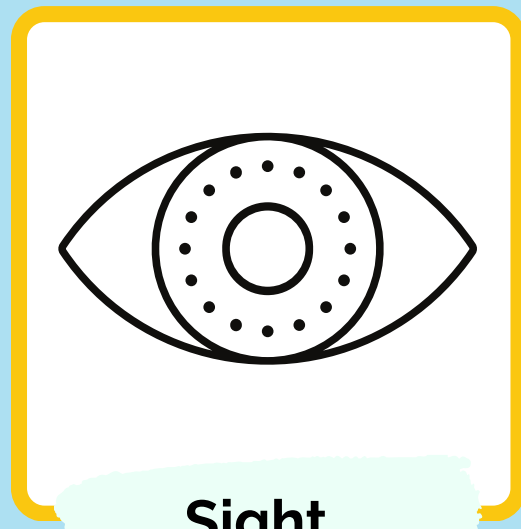
Increase the number of people who can participate.

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

# Our 5<sup>main</sup> senses



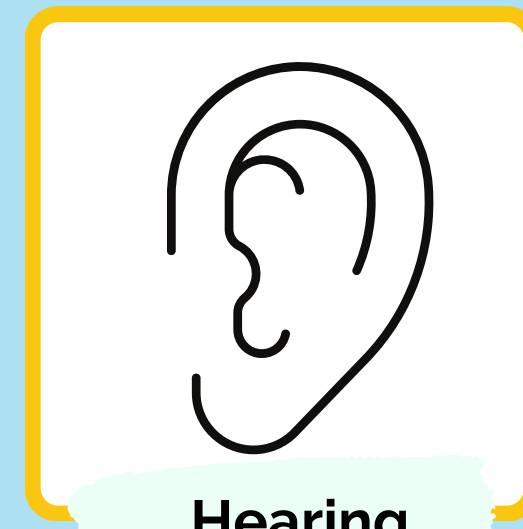
Touch



Sight



Taste



Hearing



Smell

Some people have sensory challenges.



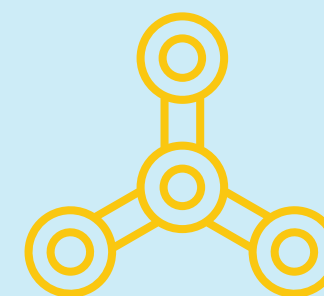
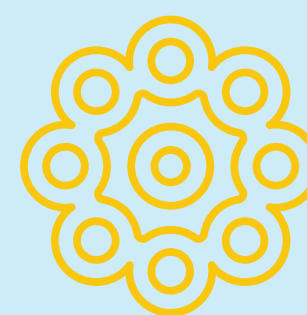
Lots of people use sensory tools to help them

- **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*



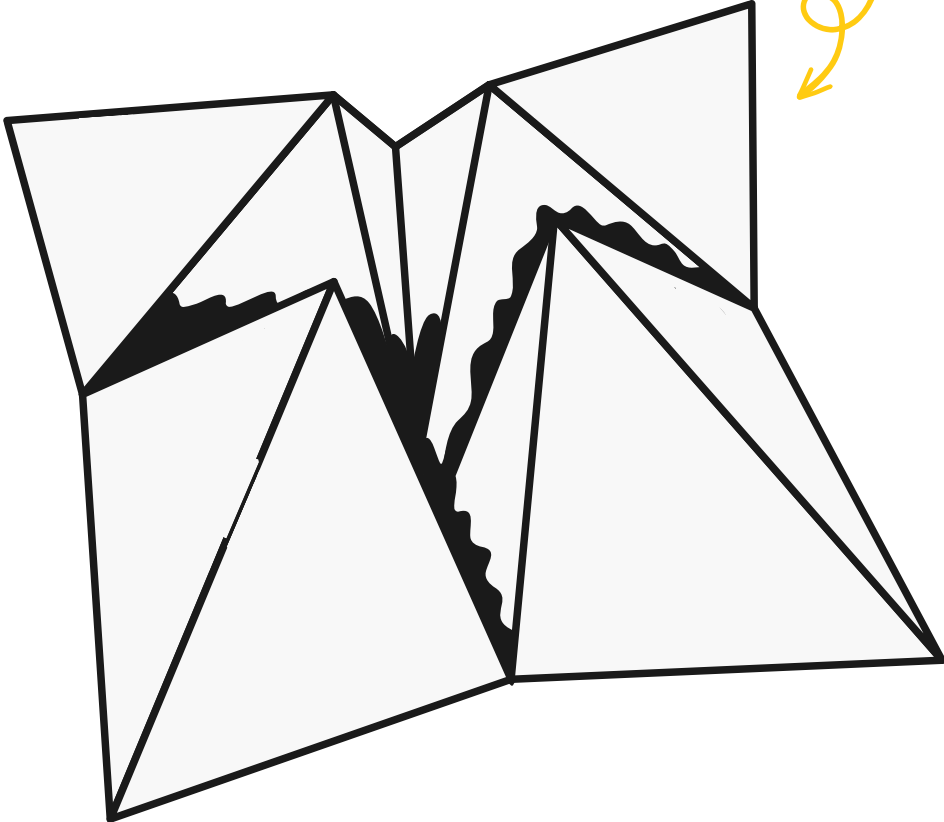
Ways I can calm myself down:

**Chatterboxes refocus attention and use repetitive actions to create calm.**

Materials I will need:

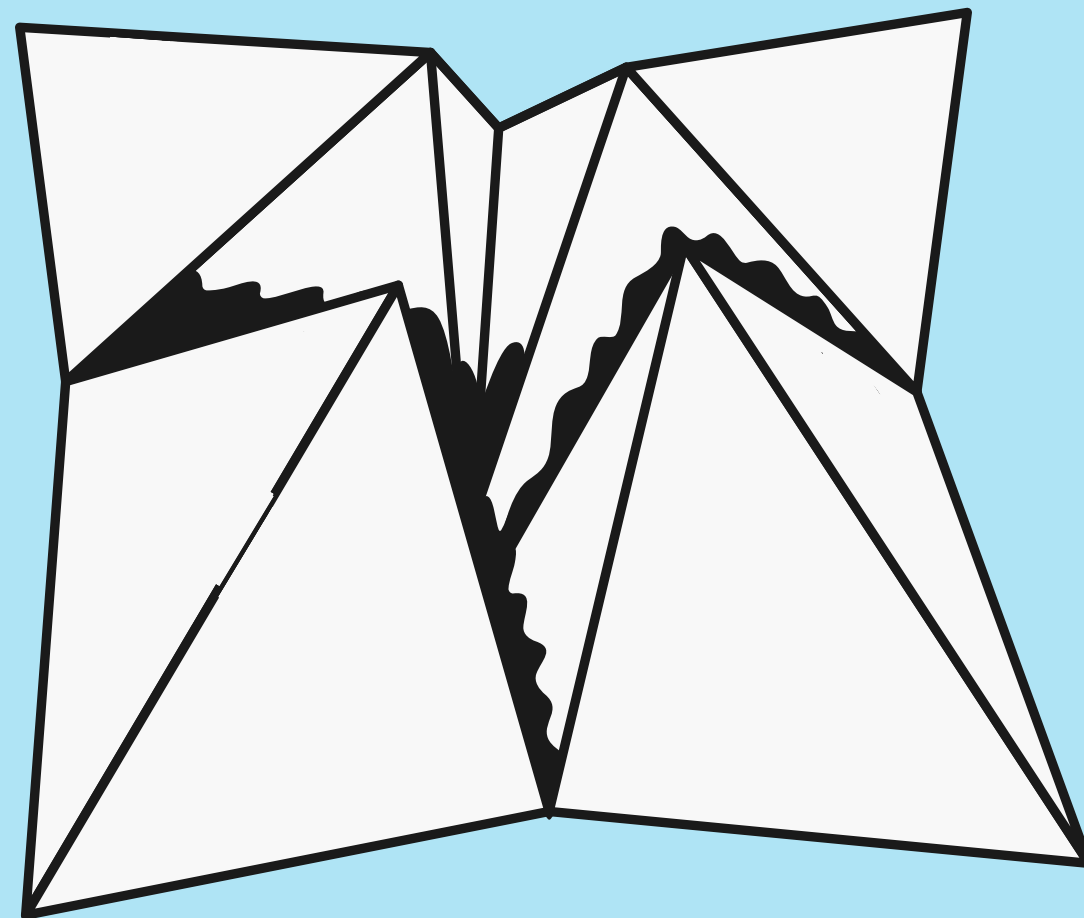
I want my chatterbox to look like this

PLAN YOUR DESIGN HERE



*Make your own*

# Chatterbox



**Chatterboxes refocus attention and use repetitive actions to create calm.**

**These chatterboxes are designed to help children self-regulate, whilst learning about their senses and fostering positive self-talk.**

There are six chatterbox designs to choose from, all with an individual focus.

- 1 - **Blank**: a blank chatterbox for students to fill in themselves. You may choose to provide the Coping Strategies and have the students create their own positive affirmations or create a chatterbox mixed with parts from each focus.
- 2 - **Sensory**: encourages students to bring attention to their 5 main senses.
- 3 - **Basic**: this option is designed for students who need a visual prompt, as well as written words.
- 4 - **Affirmations**: encourages students to use positive thinking as a coping skill and effective strategy to combat anxiety, sadness and anger.
- 5 - **Emotions**: encourages students to identify feelings, talk about their feelings and express their feelings.
- 6 - **I Spy**: brings student attention to the physical world around them. Creates a positive area to focus their thoughts.

# Materials and equipment

## Materials you need:

- Printed chatterbox



- Scissors 

- Pencils/crayons/textas

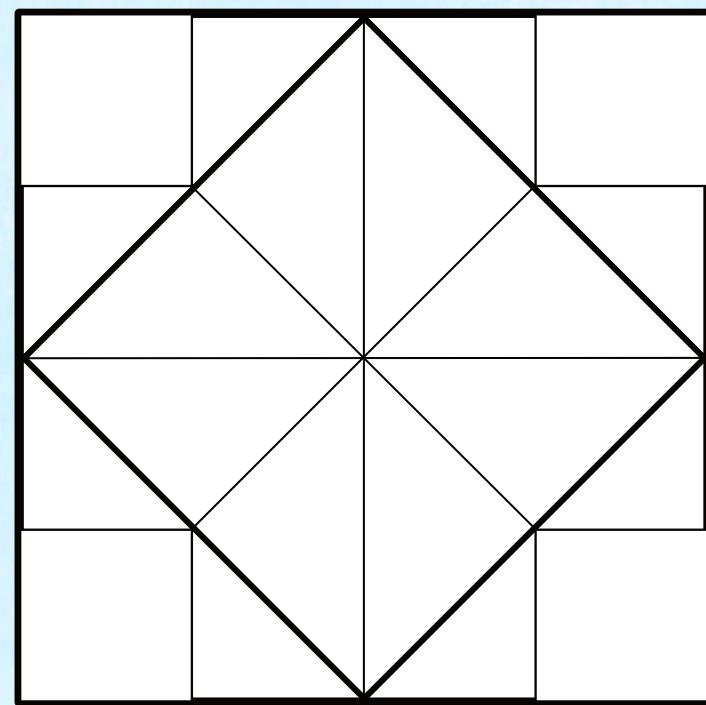




# Steps

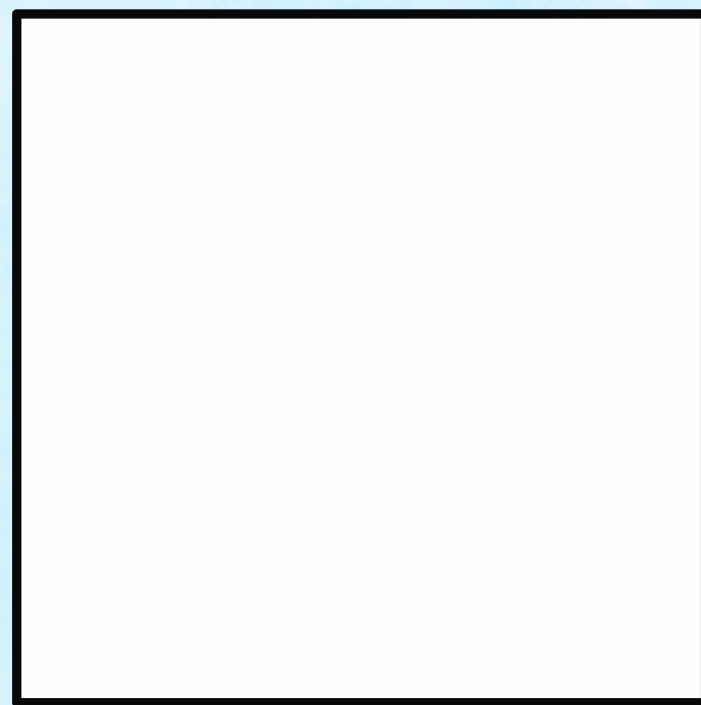
1

1



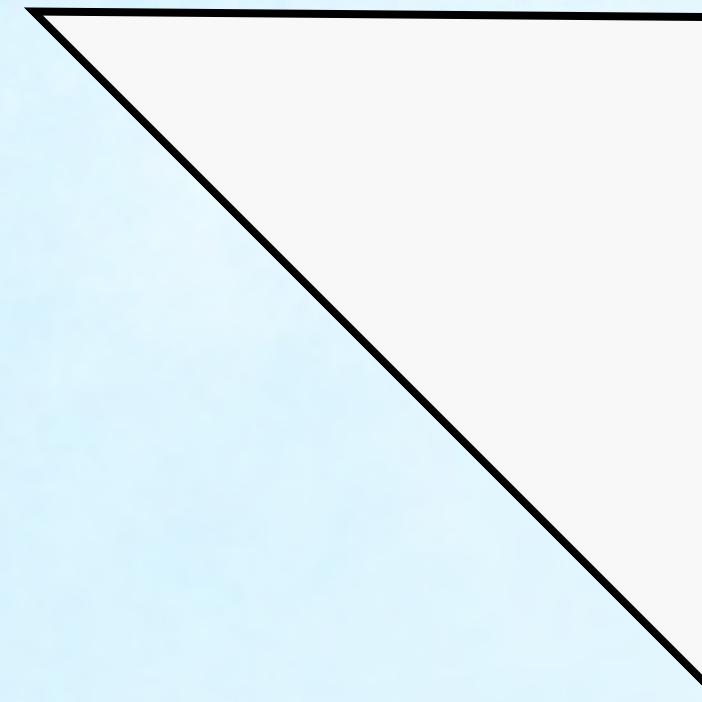
Cut out  
chatterbox

2



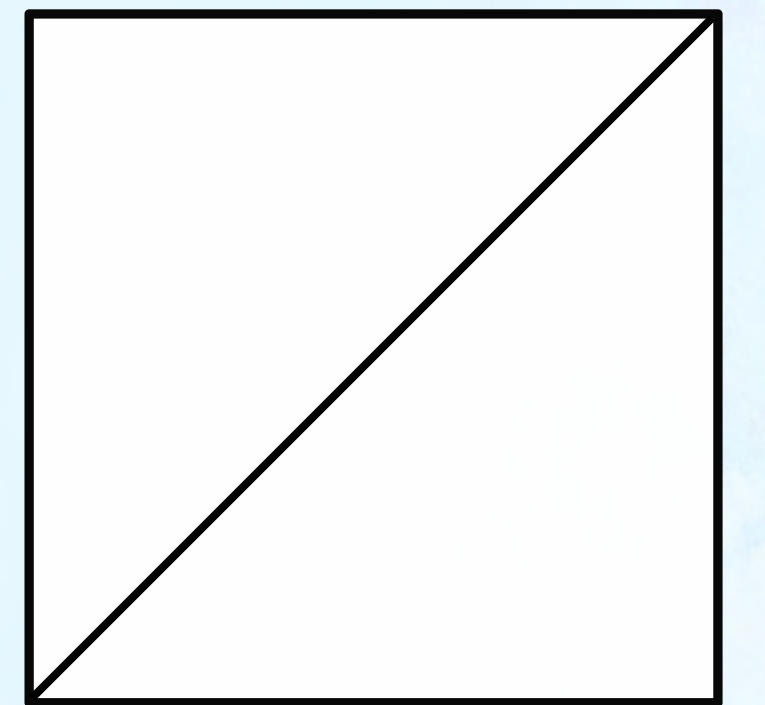
Flip chatterbox  
over so the blank  
side is face up

3



Fold it in half  
diagonally

4

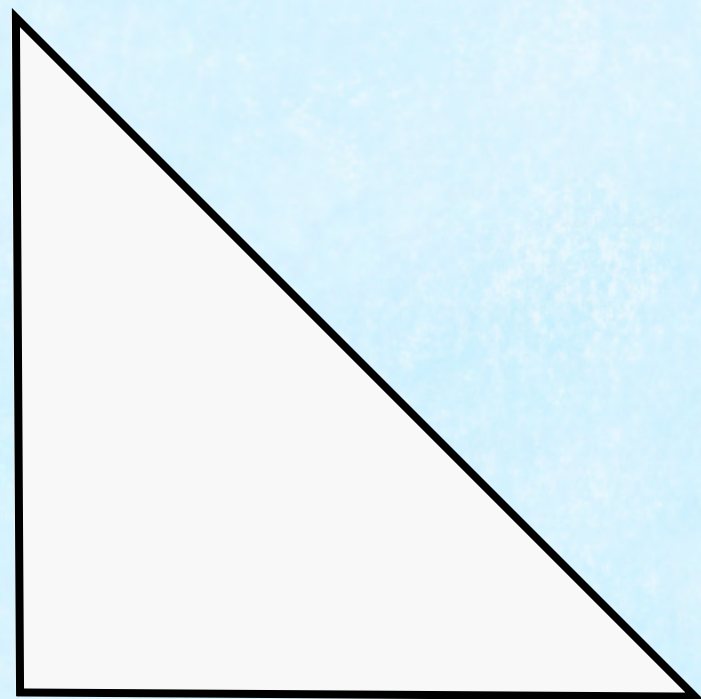


Unfold it

# Steps

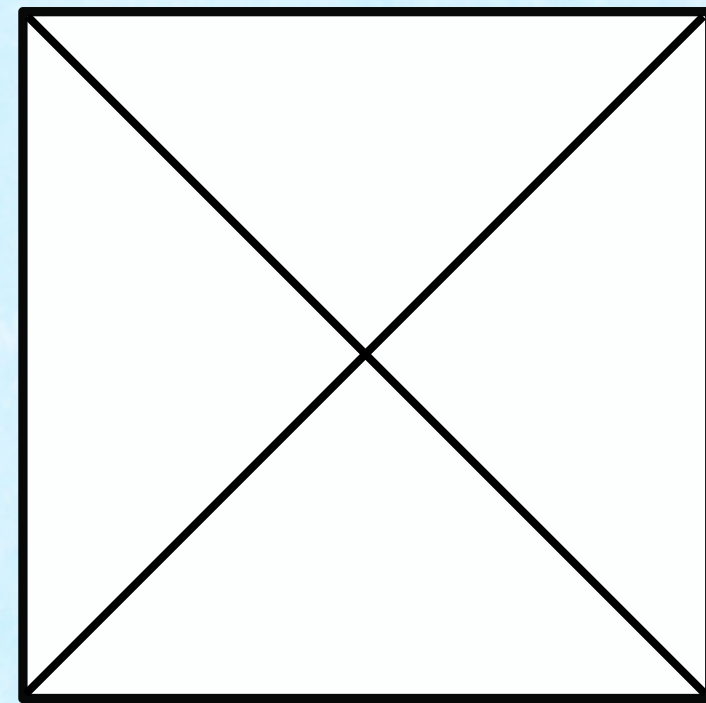
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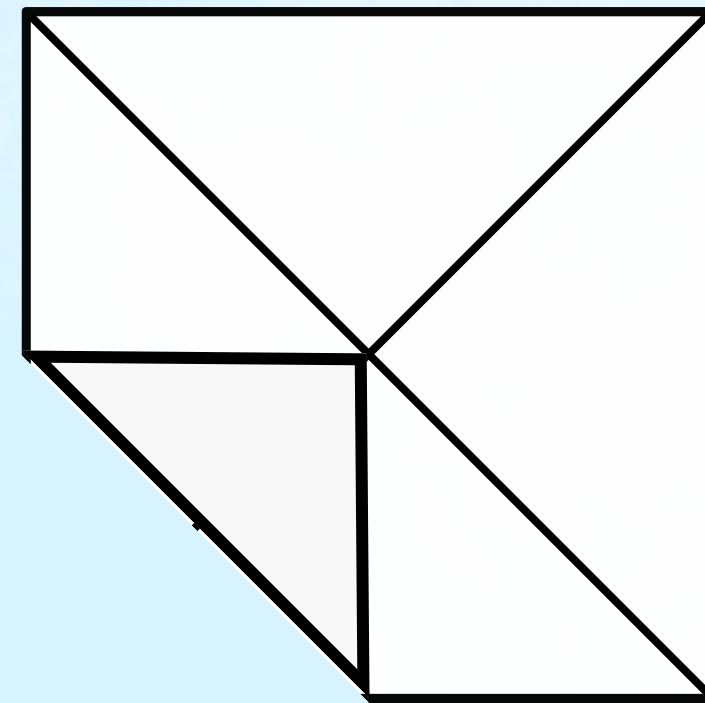
Fold it in half  
diagonally  
the other way

6



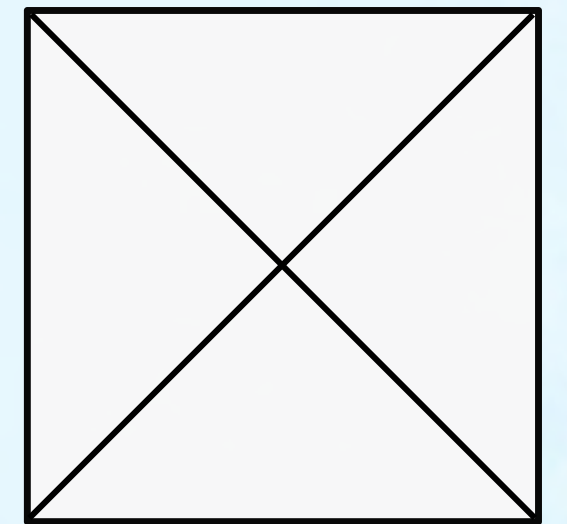
Unfold it

7



Fold all four  
corners into  
the centre

8

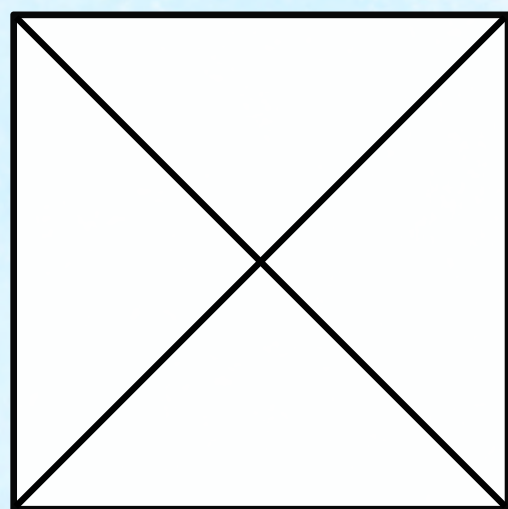


It should look  
like this

# Steps

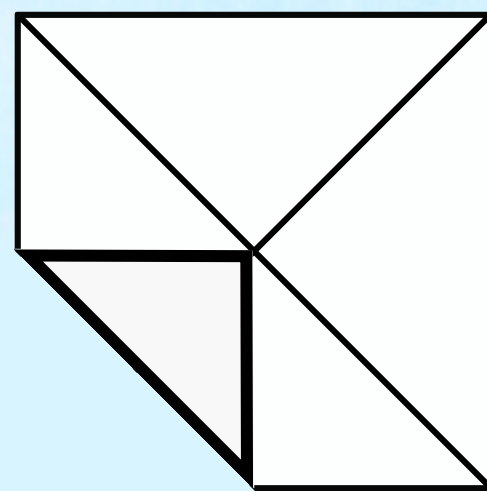
3

9



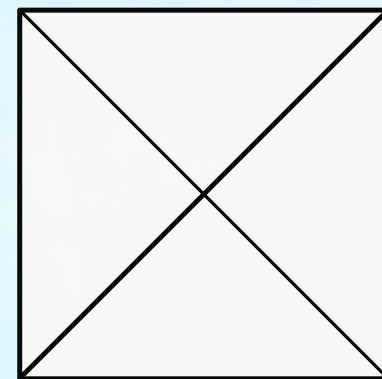
Flip it over

10



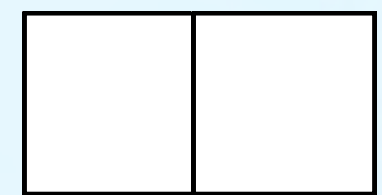
Now fold all four corners into the centre, like you did before

11



It should look like this

12

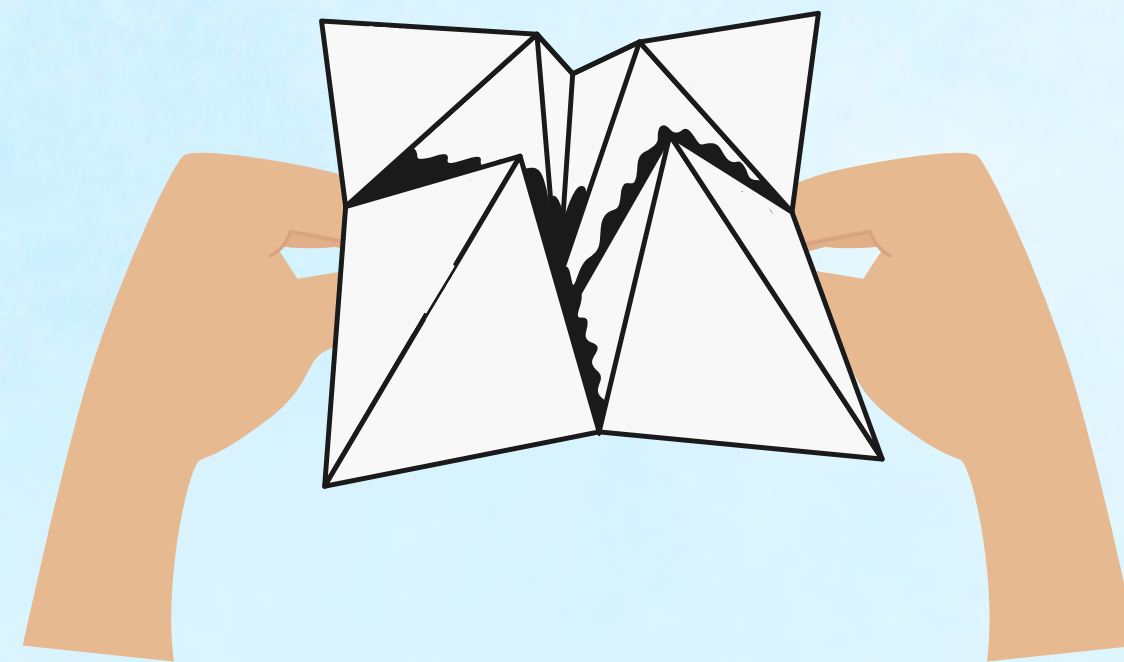


Fold it in half, into a rectangle. Ensure the numbers are on the inside

# Steps

4

1 3

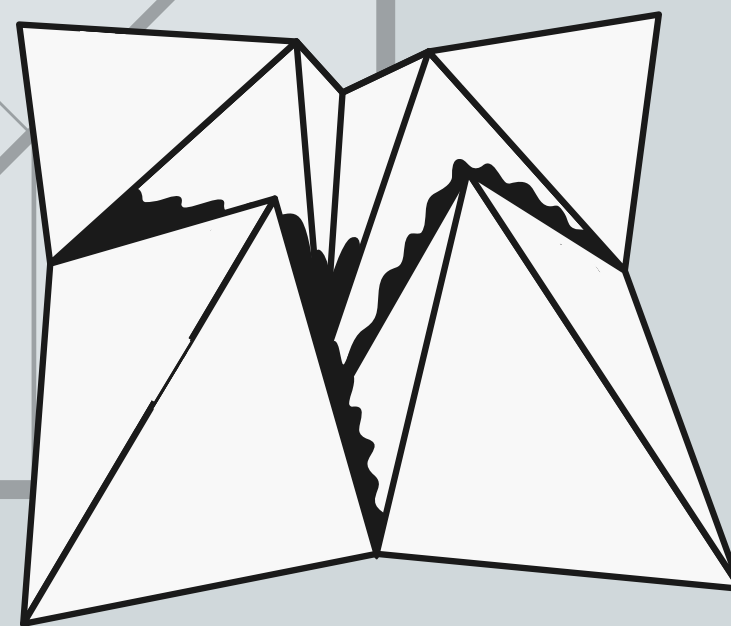
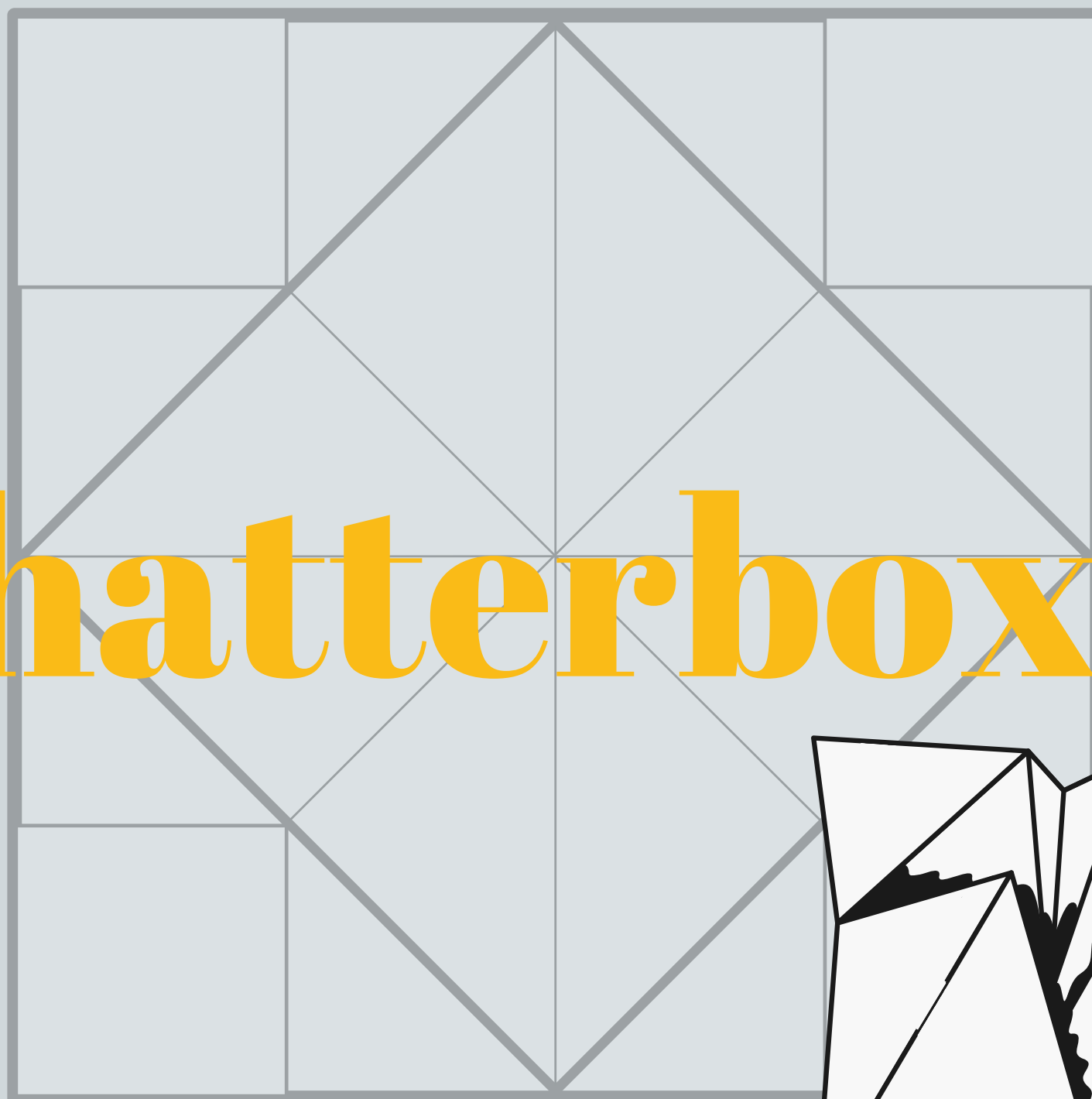


Slide thumbs and pointer fingers under the flaps.  
Wiggle your fingers and the paper should bend inwards.

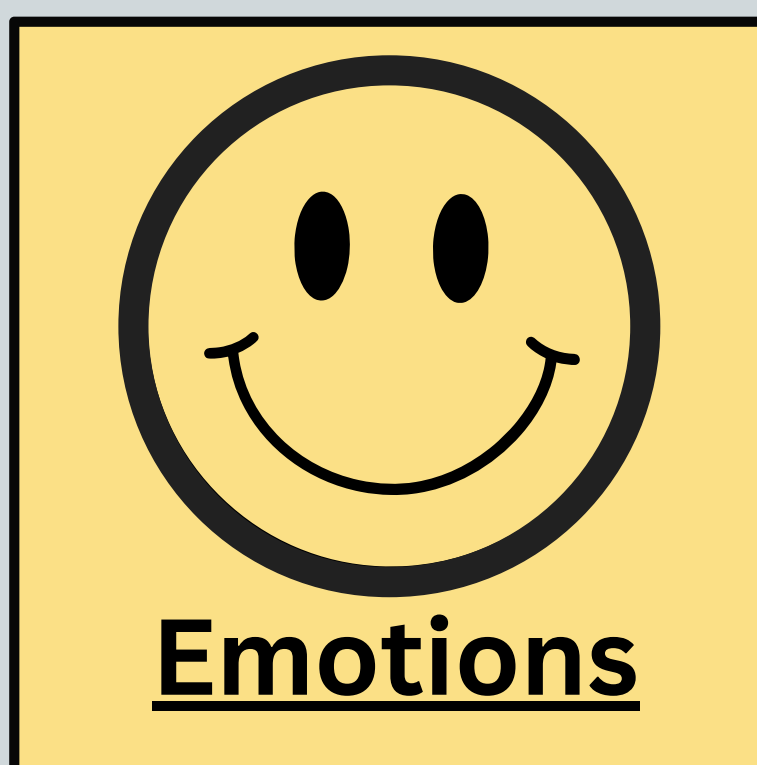
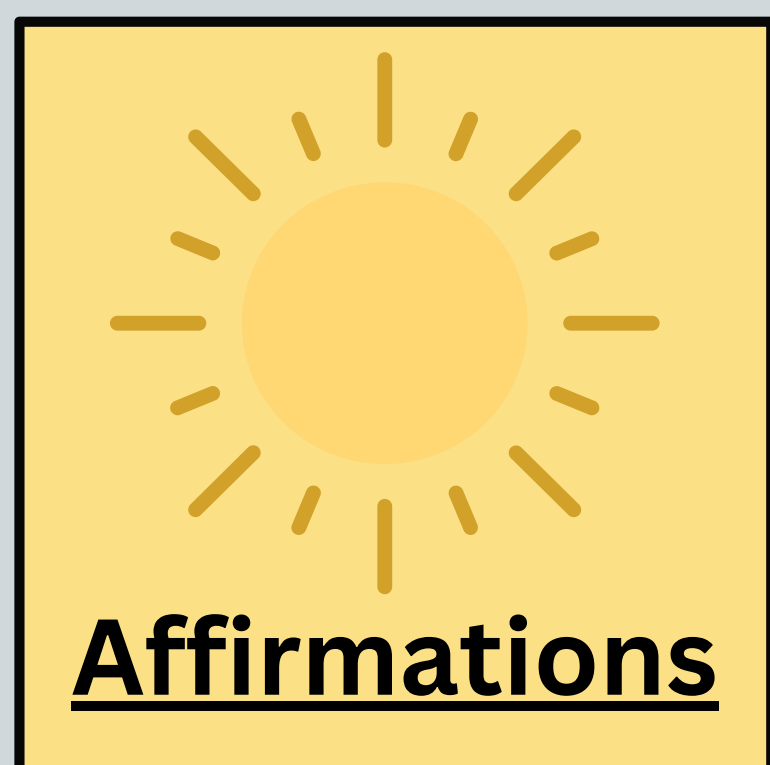
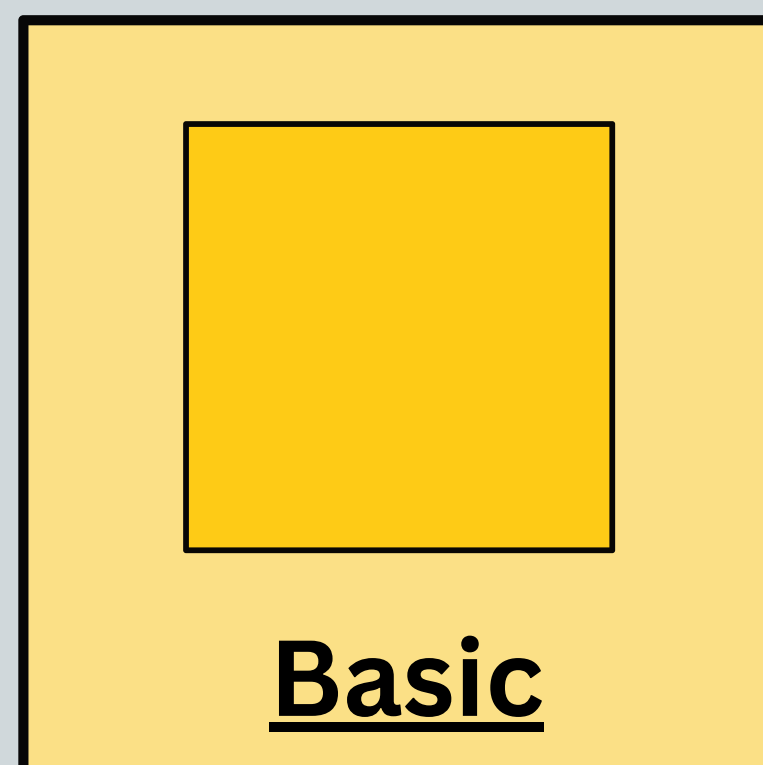
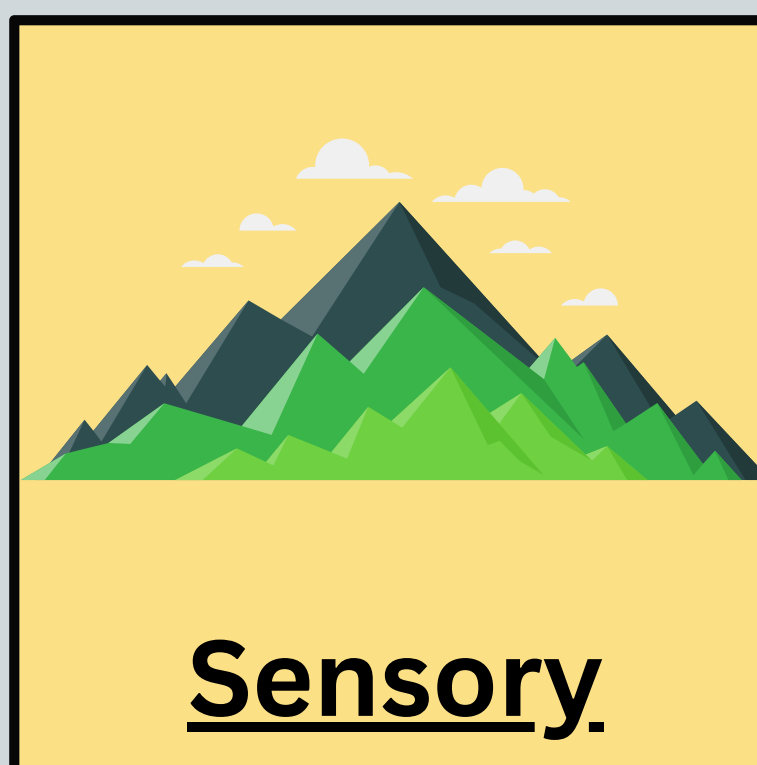
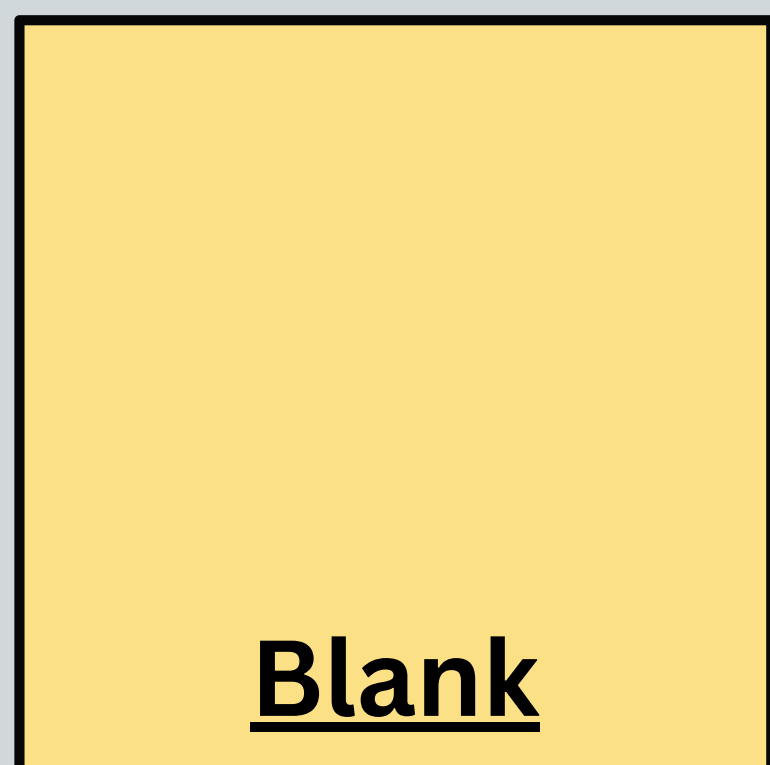
# Notes

- Each design includes an "Easy Print" option which removes all colour and detailed pictures. This allows for quicker printing and may be less visually distracting to some students. It also gives students a chance to personalise their chatterbox so it reflects their needs.

# Chatterboxes



Six chatterbox designs to choose from:



Each design includes an easy print option.

# Chatterbox Instructions

**Chatterboxes refocus attention and use repetitive actions to create calm.**

These chatterboxes are designed to help children self-regulate, whilst learning about their senses and fostering positive self-talk.

There are **six chatterbox designs**, all with an individual focus.

1. **Blank:** a blank chatterbox for students to fill in themselves. You may choose to provide the [Coping Strategies](#), have the students create their own positive affirmations or create a chatterbox mixed with parts from each focus.
2. **Sensory:** encourages students to bring attention to their 5 main senses.
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6. **I Spy:** brings student attention to the physical world around them.  
Creates a positive area to focus their thoughts.

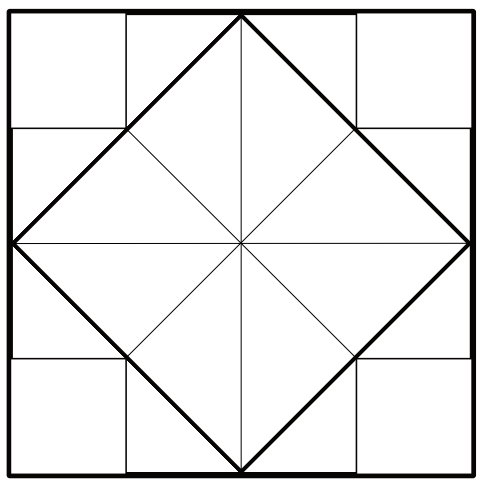
Each design includes an "**Easy Print**" option which removes all colour and detailed pictures. This allows for quicker printing and may be less visually distracting to some students. It also allows students to personalise their chatterbox to reflect their needs.

## Contents

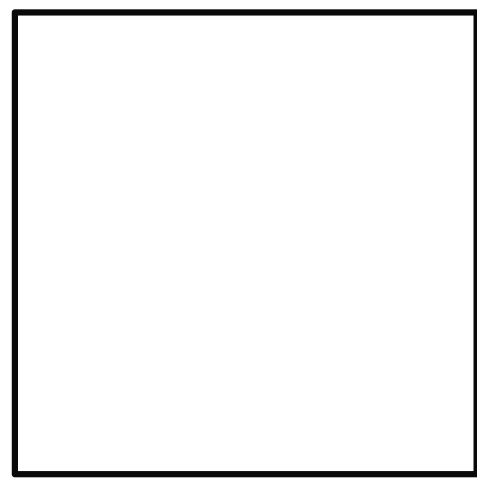
Blank	<a href="#">5</a>
Sensory	<a href="#">6</a>
Easy Print Sensory	<a href="#">7</a>
Basic	<a href="#">8</a>
Easy Print Basic	<a href="#">9</a>
Affirmations	<a href="#">10</a>
Easy Print Affirmations	<a href="#">11</a>
Emotions	<a href="#">12</a>
Easy Print Emotions	<a href="#">13</a>
I Spy	<a href="#">14</a>
Easy Print I Spy	<a href="#">15</a>



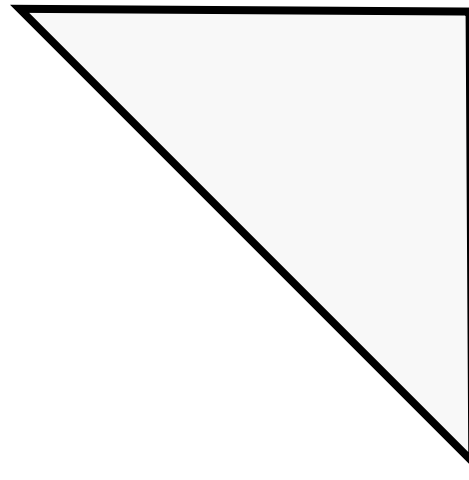
# Instructions



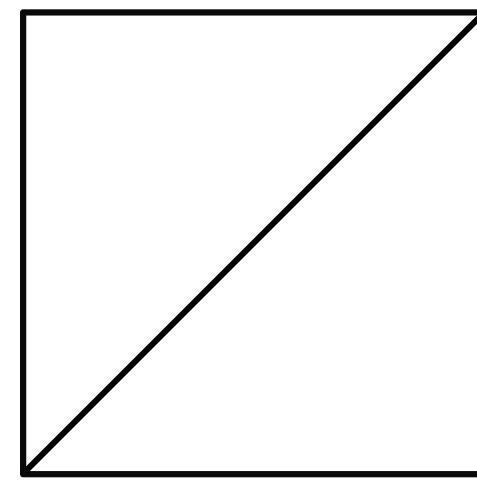
Cut out chatterbox.



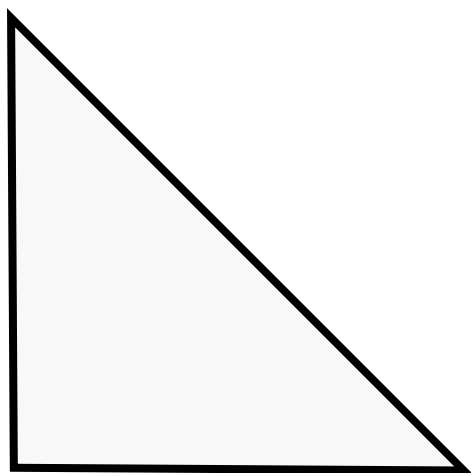
Flip chatterbox over so the blank side is face up.



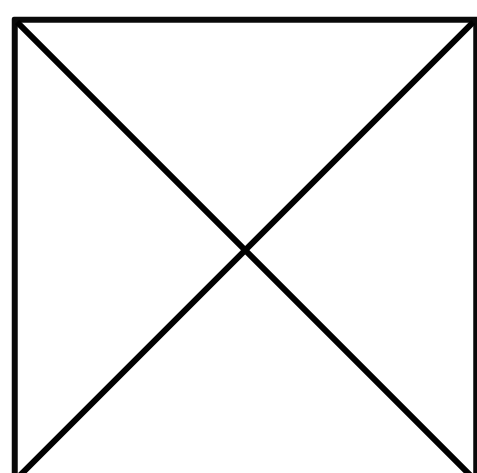
Fold it in half diagonally.



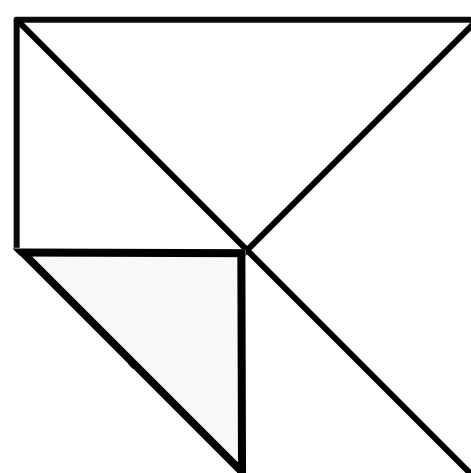
Unfold it.



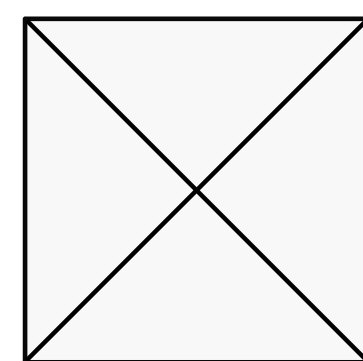
Fold it in half diagonally the other way.



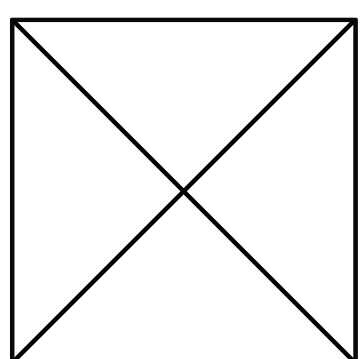
Unfold it.



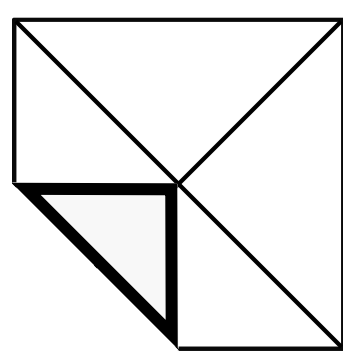
Fold all four corners into the centre.



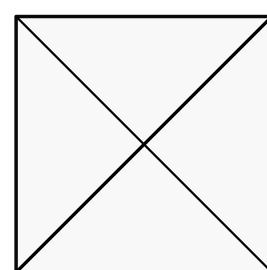
It should look like this.



Flip it over.



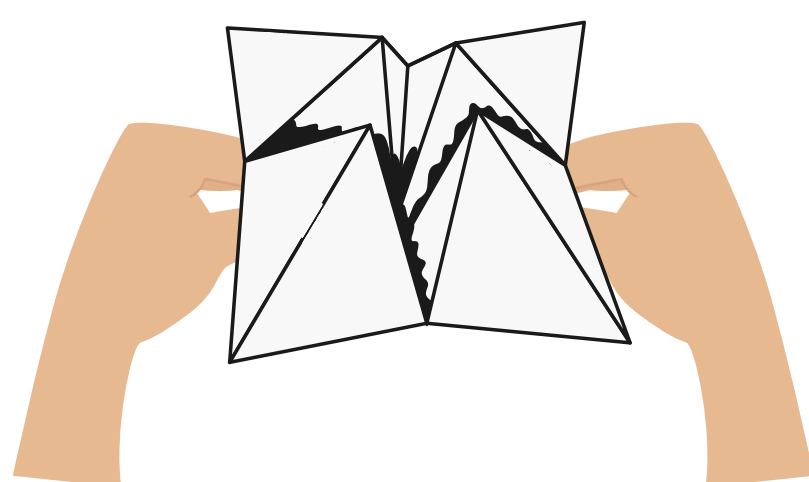
Now fold all four corners into the centre, like you did before.



It should look like this.



Fold it in half, into a rectangle. Ensure the numbers are on the inside.



Slide thumbs and pointer fingers under the flaps. Wiggle your fingers and the paper should bend inwards.



# Add your own coping strategies

sing

listen to music

play with a fidget tool

speak to a friend

colour in

cuddle a teddy

count to 20

take a deep breath, breath out slowly

build something

read a book

talk to someone you trust

do some stretching

squeeze a stress ball

do 15 star jumps

play a board game

name 3 things you are grateful for

try to spot 5 things in your favourite colour

spell your name backwards

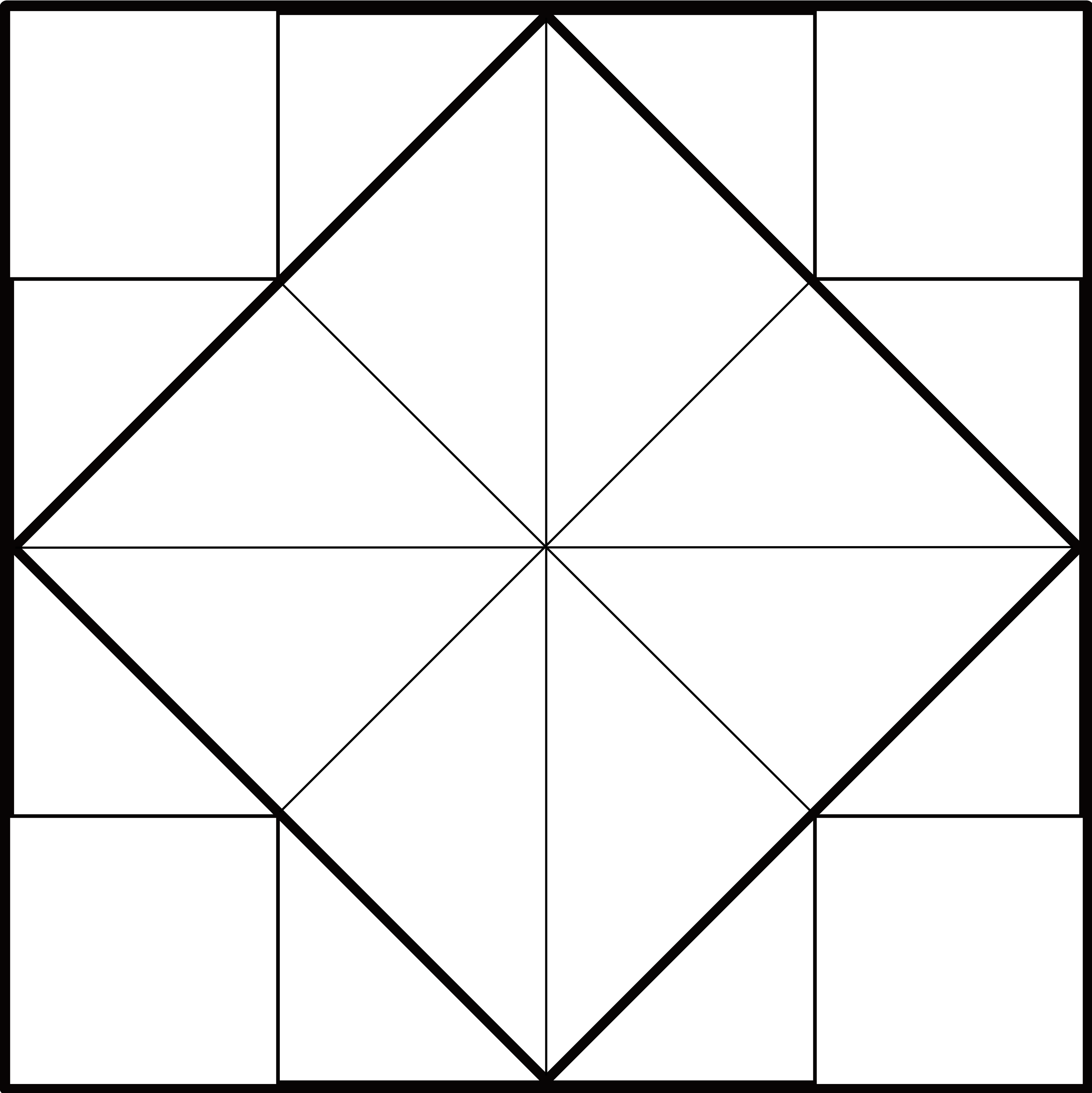
say the days of the weeks backwards

play with playdough

pat your head and rub your tummy, swap

find 3 things that you can hear

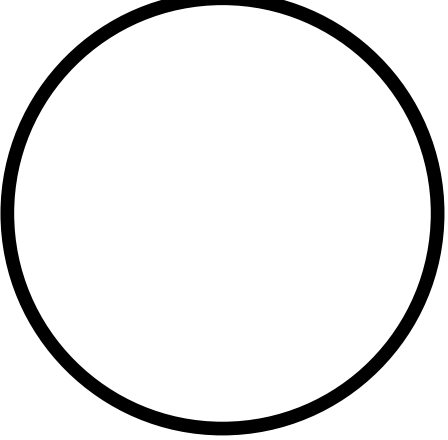
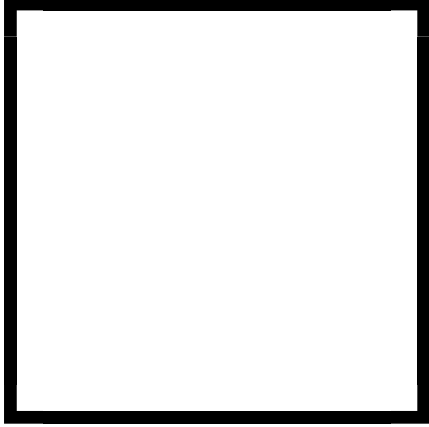
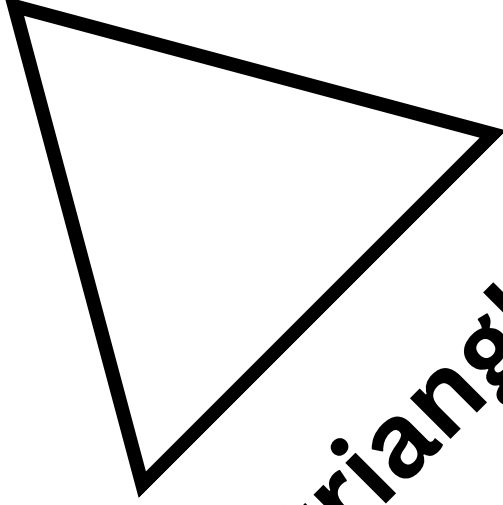
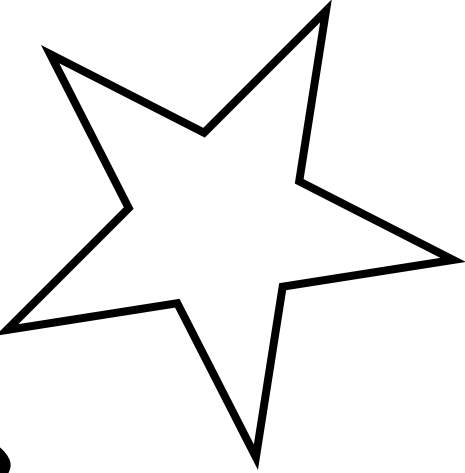
# Blank





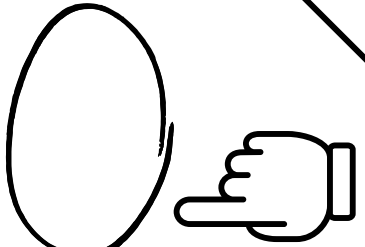
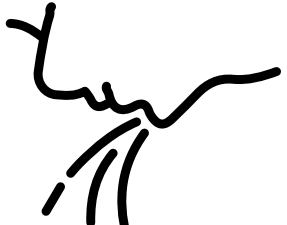

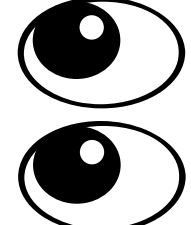


# Sensory

 <p>tree</p>	<p>1</p>	<p>2</p>	 <p>mountain</p>
<p>8</p>	<p>What is your favourite smell?</p>	<p>What does your favourite food taste like?</p>	<p>3</p>
<p>Pat your head, rub your tummy. Swap.</p>	<p>Breathe in through your nose. Now as you breathe out through your mouth, pretend you are slowly blowing the seeds off a dandelion.</p>	<p>4</p>	<p>5</p>
 <p>Water</p>	<p>7</p>	<p>5</p>	 <p>sky</p>
<p>8</p>	<p>Name 3 things that you can hear.</p>	<p>6</p>	<p>Name 5 things that you can see right now.</p>
<p>7</p>	<p>Find something • soft • hard • smooth • rough. to touch.</p>	<p>Imagine yourself at a place that makes you happy.</p>	<p>6</p>

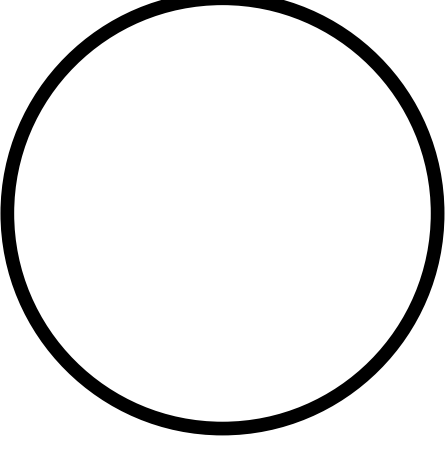


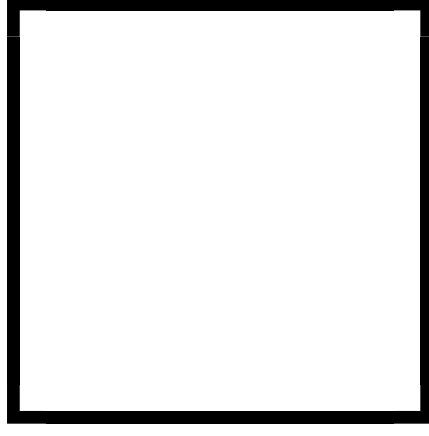
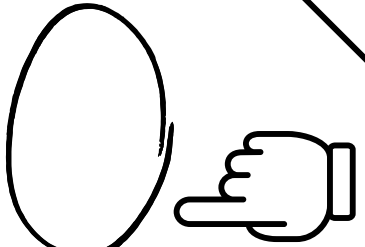

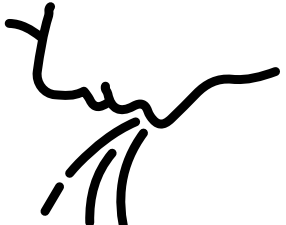

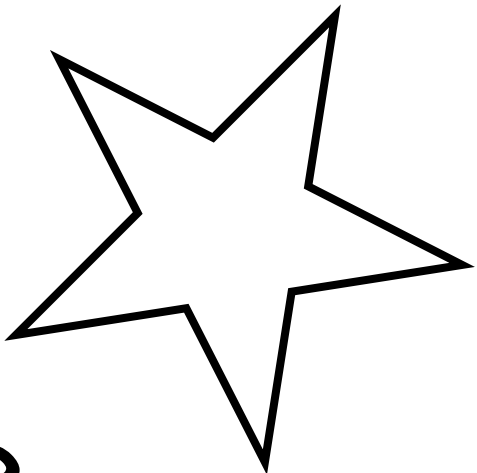

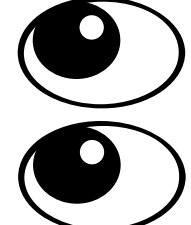
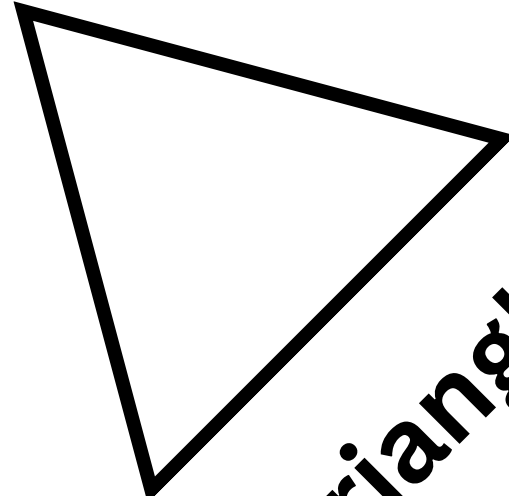
# Easy Print Sensory

 <p>circle</p>	<p>1</p>	<p>2</p>	 <p>square</p>
<p>8</p>	<p>What is your favourite smell?</p>	<p>What does your favourite food taste like?</p>	<p>3</p>
<p>Pat your head, rub your tummy. Swap.</p>	<p>Breathe in through your nose. Now as you breathe out through your mouth, pretend you are slowly blowing the seeds off a dandelion.</p>	<p>4</p>	<p>5</p>
<p>7</p>	<p>Name 3 things that you can hear.</p> <ul style="list-style-type: none"><li>• soft</li><li>• hard</li><li>• smooth</li><li>• rough</li></ul> <p>to touch.</p>	<p>5</p>	 <p>triangle</p>
 <p>star</p>	<p>6</p>	<p>Imagine yourself at a place that makes you happy.</p> <p>things that you can see right now.</p>	





# Basic

<p>green</p>	<p>1</p>	<p>2</p>	<p>yellow</p>
<p>8</p>	<p>Sing a song.</p> 	<p>Do your biggest smile!</p> 	<p>3</p>
<p>7</p>	<p>Draw a circle in the air.</p> 	<p>Take a big deep breath.</p> 	<p>4</p>
<p>blue</p>	<p>Jump on the spot.</p> 	<p>What can you see?</p> 	<p>red</p>
	<p>Can you hear someone talking?</p> 	<p>Touch something soft.</p> 	
	<p>6</p>	<p>5</p>	

# Easy Print Basic

<p>circle</p> 	<p>1</p> <p>Sing a song.</p> 	<p>2</p> <p>Do your biggest smile!</p> 	<p>square</p> 
<p>8</p> <p>Draw a circle in the air.</p> 	<p>7</p> <p>Jump on the spot.</p> 	<p>3</p> <p>Take a big deep breath.</p> 	<p>6</p> <p>Can you hear someone talking?</p> 
<p>star</p> 	<p>5</p> <p>Touch something soft.</p> 	<p>4</p> <p>What can you see?</p> 	<p>triangle</p> 

# Affirmations

 <p>rainbow</p>	1	2	 <p>sun</p>
8	I forgive myself for my mistakes.	I am perfect just the way I am.	3
7	I can do hard things.	I can ask for help.	4
 <p>Stars</p>	6	5	 <p>moon</p>

All my problems have solutions.

I am safe.

I am wonderful.  
I am unique.  
I am loved.

I am perfect just the way I am.

Today will be a great day.

I can do hard things.

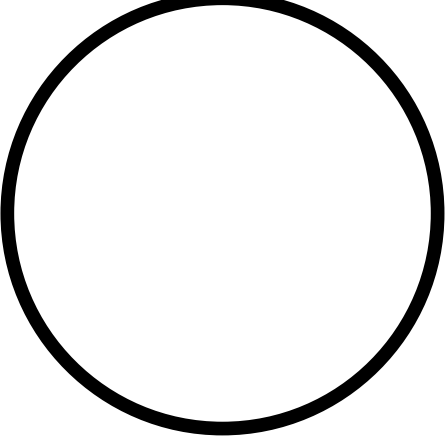
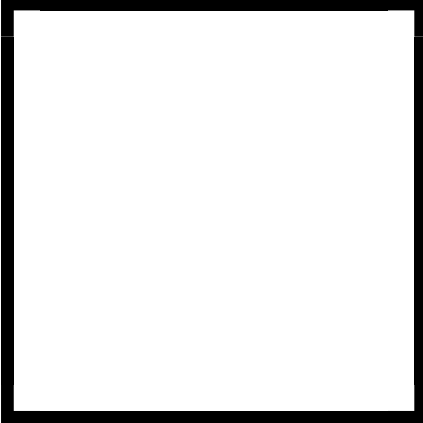
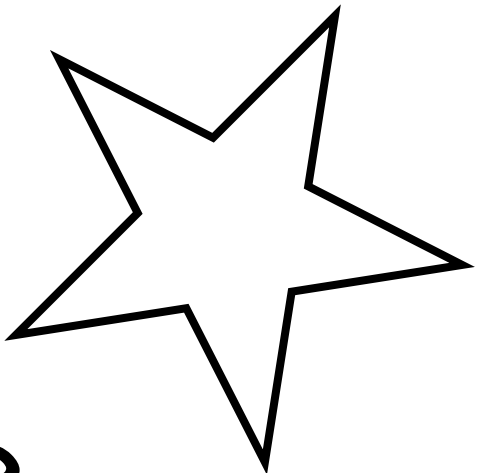
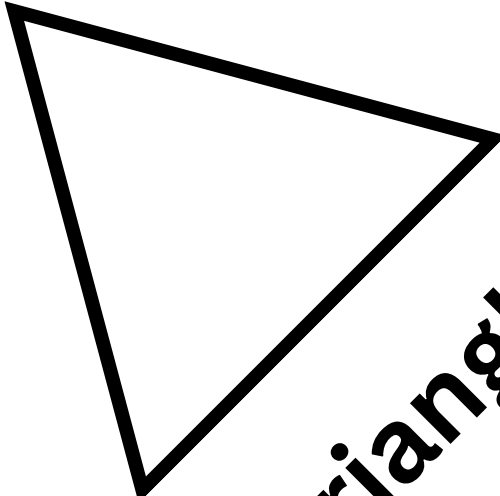
I am safe.

I can ask for help.

I forgive myself for my mistakes.






I am wonderful.  
I am unique.  
I am loved.

# Easy Print Affirmations

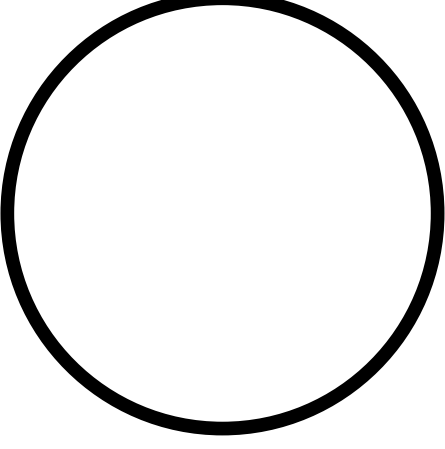
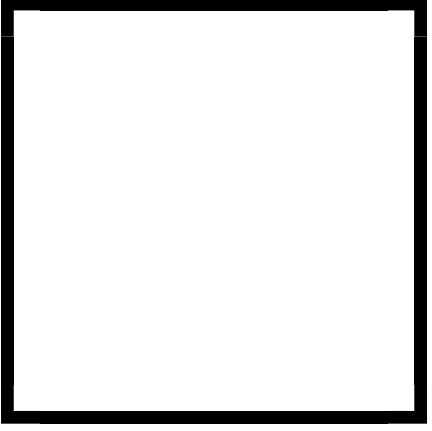
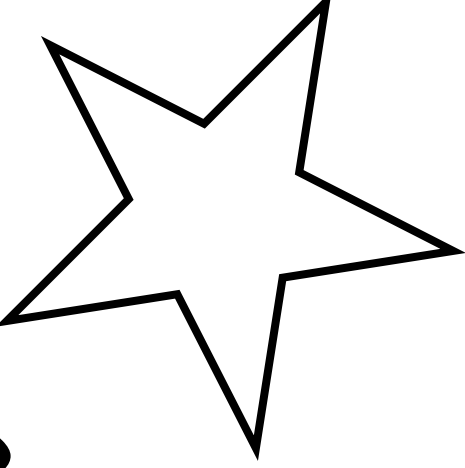
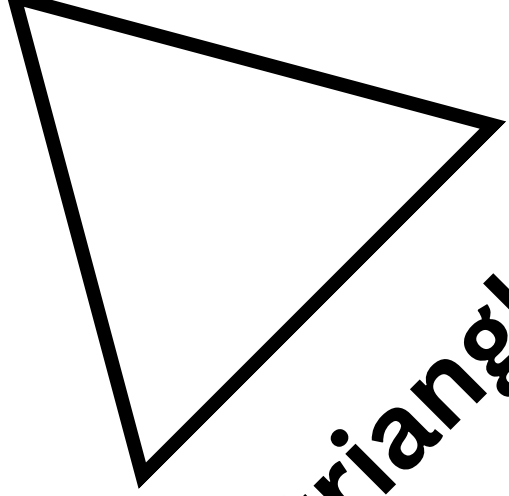
 <p>circle</p>	<p><b>1</b></p> <p>All my problems have solutions.</p>	<p><b>2</b></p> <p>I am perfect just the way I am.</p>	 <p>square</p>
<p><b>8</b></p>	<p>I forgive myself for my mistakes.</p>	<p>Today will be a great day.</p>	<p><b>3</b></p>
<p><b>7</b></p>	<p>I can do hard things.</p>	<p>I can ask for help.</p>	<p><b>4</b></p>
 <p>star</p>	<p>I am wonderful. I am unique. I am loved.</p>	<p>I am safe.</p>	 <p>triangle</p>
<p><b>6</b></p>	<p><b>5</b></p>	<p><b>5</b></p>	<p><b>5</b></p>





# Emotions

 <p>excited</p>	<p>1</p> <p>Do your best excited face.</p>	<p>2</p> <p>Smile or laugh. Even if you have to fake it!</p>	 <p>happy</p>
<p>8</p> <p>What is something that frightens you?</p>	<p>3</p> <p>What makes you mad?</p>	<p>4</p> <p>Who makes you feel safe?</p>	<p>5</p> <p>Make a sad face.</p>
<p>7</p> <p>Pretend you're angry, what can you do to calm yourself down?</p>	<p>6</p> <p>How many different silly faces can you make?</p>	<p>9</p> <p>Make a sad face.</p>	 <p>angry</p>
 <p>sad</p>	<p>9</p> <p>Make a sad face.</p>	<p>5</p> <p>Make a sad face.</p>	 <p>angry</p>

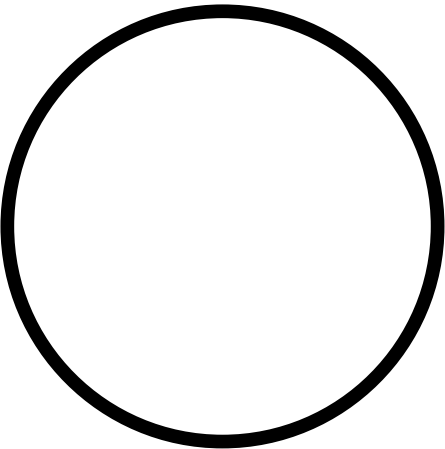
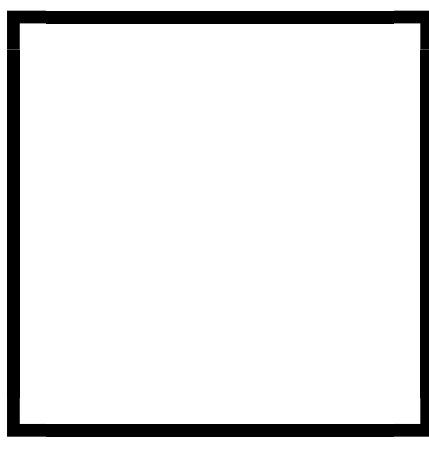
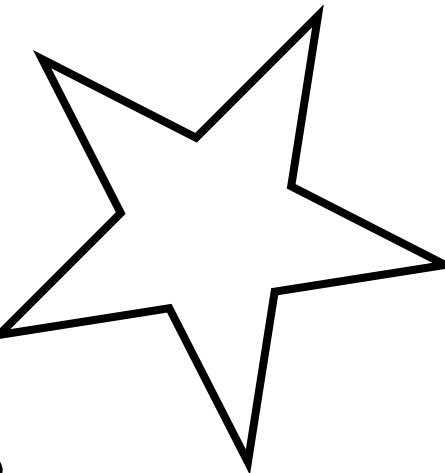
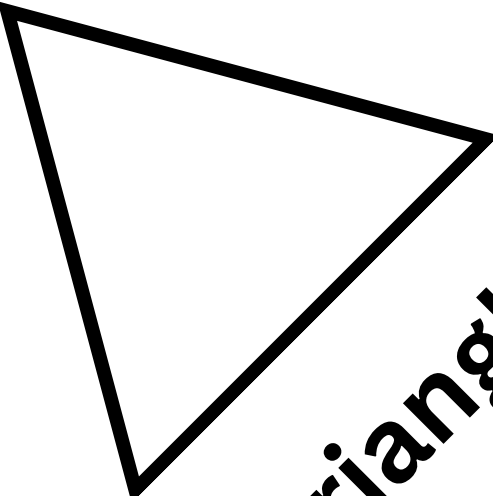
# Easy Print Emotions

 <p>circle</p>	<b>1</b> Do your best excited face.	<b>2</b> Smile or laugh. Even if you have to fake it!	 <p>square</p>
<b>8</b>	<b>3</b> What is something that frightens you?	<b>3</b> What makes you mad?	<b>3</b> What makes you mad?
<b>7</b>	<b>4</b> Who makes you feel safe?	<b>4</b> Who makes you feel safe?	<b>4</b> Who makes you feel safe?
 <p>star</p>	<b>6</b> How many different silly faces can you make?	<b>5</b> Make a sad face.	 <p>triangle</p>

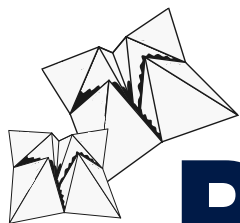
# I Spy

 <p>tiger</p>	<p>1</p>	<p>2</p>	 <p>bird</p>
<p>8</p>	<p>I spy something that is <b>loud</b>.</p>	<p>I spy something <b>round</b>.</p>	<p>3</p> <p>I spy something <b>alive</b>.</p>
<p>7</p>	<p>I spy something <b>made from paper</b>.</p>	<p>I spy something <b>heavy</b>.</p>	<p>4</p> <p>I spy something <b>old</b>.</p>
 <p>fish</p>	<p>6</p> <p>I spy something <b>with wheels</b>.</p>	<p>5</p>	 <p>seal</p>

# Easy Print I Spy

 <p>circle</p>	<p><b>1</b></p> <p>I spy something yellow.</p>	<p><b>2</b></p> <p>I spy something round.</p>	 <p>square</p>
<p><b>8</b></p>	<p>I spy something that is loud.</p>	<p>I spy something alive.</p>	<p><b>3</b></p>
<p><b>7</b></p>	<p>I spy something made from paper.</p>	<p>I spy something heavy.</p>	<p><b>4</b></p>
 <p>star</p>	<p>I spy something with wheels.</p> <p><b>6</b></p>	<p>I spy something old.</p> <p><b>5</b></p>	 <p>triangle</p>

Name: \_\_\_\_\_



# CHATTERBOX Reflection

**I can use my chatterbox when...**

Blank area for reflection on when the chatterbox can be used.

**My chatterbox can help me feel...**

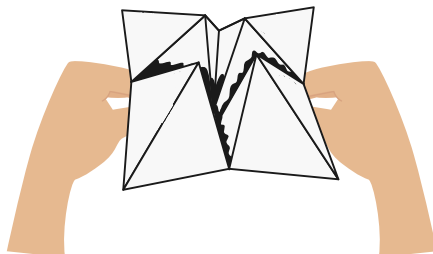
Blank area for reflection on how the chatterbox can help with feelings.

**What else could I have included on my chatterbox?**

Blank area for reflection on additional items that could be included on the chatterbox.

**How can we help people who are experiencing sensory issues?**

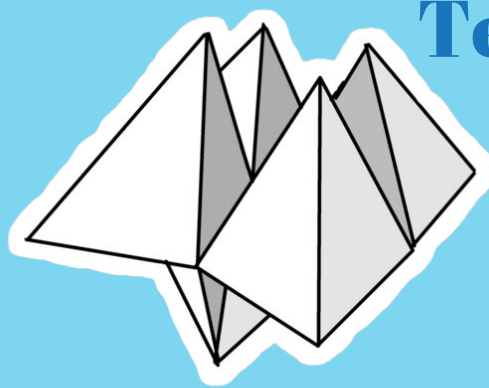
Blank area for reflection on ways to help people with sensory issues.



Stage Two

# Chatterbox

Teacher Guide



# Chatterbox Teacher Guide

## Uses & Benefits

Chatterboxes refocus attention and use repetitive actions to create calm. These chatterboxes are designed to help children self-regulate, whilst learning about their senses and fostering positive self-talk.

There are six chatterbox designs to choose from, all with an individual focus.

- 1 - **Blank:** a blank chatterbox for students to fill in themselves. You may choose to provide the Coping Strategies, have the students create their own positive affirmations or create a chatterbox mixed with parts from each focus.
- 2 - **Sensory:** encourages students to bring attention to their 5 main senses.
- 3 - **Basic:** this option is designed for students who need a visual prompt, as well as written words.
- 4 - **Affirmations:** encourages students to use positive thinking as a coping skill and effective strategy to combat anxiety, sadness and anger.
- 5 - **Emotions:** encourages students to identify feelings, talk about their feelings and express their feelings.
- 6 - **I Spy:** brings student attention to the physical world around them. Creates a positive area to focus their thoughts.

## Materials & Equipment

### Each student needs:

Printed chatterbox  
Scissors  
Pencils/crayons/textas

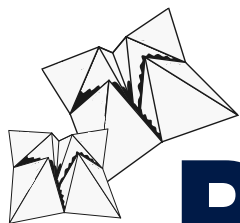
## How to make

1. Cut out the chatterbox.
2. Flip the chatterbox over so the blank side is face up.
3. Fold it in half diagonally.
4. Unfold it.
5. Fold it in half diagonally the other way.
6. Fold all four corners into the centre.
7. Unfold it.
8. Now fold all four corners into the centre, as you did before.
9. Flip it over.
10. Fold it in half, into a rectangle. Ensure the numbers are on the inside.
11. Slide thumbs and pointer fingers under the flaps. Wiggle your fingers and the paper should bend inwards.

## Notes

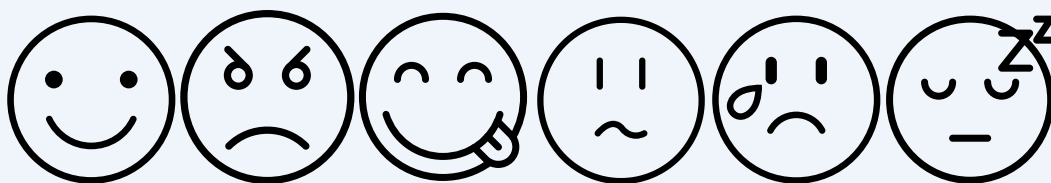
Each design includes an "Easy Print" option which removes all colour and detailed pictures. This allows for quicker printing and may be less visually distracting to some students. It also gives students a chance to personalise their chatterbox so it reflects their needs.

Name: \_\_\_\_\_



# CHATTERBOX Reflection

I can use my chatterbox when I am feeling



My chatterbox can help me feel



What I used to create my chatterbox

