

Lesson Plan Template

Unit Name: Sensory Awareness Through Creative Arts

Lesson name: [Rain in a Tube](#)

Stage: Early Stage One

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 “Rain in a Tube” that can be used to hold, fidget with, manipulate and listen to. This sensory tool is great to help with focus, calming, grounding and distraction.

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

Lesson Outcomes

A student will learn to:

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

A student will learn about:

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

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

(can you hear your heartbeat, your breathing, birds outside, someone sniffing, cars outside?)

- What can you **feel**?

(can you feel the floor under your bottom, what are your hands touching, can you feel your shoes on your feet, can you feel your hair on your face?)

- What can you **taste**?

(can you taste your lunch lingering in your mouth, if you were to eat an icecream would it taste sweet, sour, bitter or salty?)

- What can you **smell**?

(can you smell the grass that has just been cut, can you smell your shampoo/soap, can you smell your stinky shoes, can you smell a candle?)

- What can you **see**?

(what colour are the walls, how many faces can you see, is the carpet just one colour, what is the farthest thing you can see, can you see your own nose?)

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

Discuss with students:

- *What is an artist?*

(A person who creates art.)

- *What do they do?*

(Painting, sculpture, literature, architecture, cinema, music, theatre.)

- *What do they make?*

Artists can make things that are useful as well as pretty. What is something that was made to look beautiful but also has another purpose?

(E.g. stained glass windows, hand painted bowls, First Nations rock art.)

4. Display [Rain in a Tube Instructions](#)

Rain in a tube can be used to hold, fidget with, manipulate and listen to. It is great to use for: focus, calming, grounding and distraction.

You may choose to print a copy of the [instructions](#) (pages 5 and 6) for students to use, and/or display the slides for students to follow.

5. Students create their own [Rain in a Tube](#).

Group Activity: Reflection

	<p>Students may complete the Rain in a Tube Reflection Sheet individually, or you may choose to have a class discussion led by the following guiding questions:</p> <ul style="list-style-type: none"> - <i>My Rain in a Tube will make me feel...</i> - <i>I can use it when I feel...</i> - <i>My rain in a tube is... (fun/calming/helpful/quiet)</i> - <i>To make it I used...</i> <p>If completing the Rain in a Tube Reflection Sheet students would:</p> <ol style="list-style-type: none"> 1. circle the words that describe the way that their Rain in a Tube could make them feel 2. colour the faces that match the emotion for the following question: <ul style="list-style-type: none"> - <i>I can use it when I feel...</i> <i>Pictured: calm, mad, nervous, sad, shocked, excited, happy, tired</i> 3. circle the words that describe their sensory tool 4. circle the pictures of the objects that they used to create their sensory tool. <ul style="list-style-type: none"> <i>Pictured: tape, grains, paint, decorations, flour, scissors, pencil, button, broccoli, cardboard tube, banana.</i>
<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 puzzle warm-up, it requires a lot of fine motor work. For students who have trouble handling scissors you may need to cut out puzzle pieces prior to the activity, or pair students up. - Students may require assistance handling the equipment required to create their sensory tool. You may choose to pre-cut tape, prefill tubes or have students work in pairs. <p>Vision:</p> <ul style="list-style-type: none"> - Be mindful of the “What do you see?” question during the “Senses Activity”. - During the Cosmic Kids warm-up, students are required to look at the flame on the screen. If you have students with vision challenges, you might choose to skip this warm-up, or provide students with their own device to watch the video up close. - When displaying instructions and visuals, it may be beneficial to increase the size of fonts or pictures. - Instructions may also be given verbally. - Ensure students are seated near the front of the room to view visuals/videos. <p>Hearing:</p> <ul style="list-style-type: none"> - Be mindful of the “What do you hear?” question during the “Senses Activity”. - Include visuals to support lesson activities.

	<ul style="list-style-type: none"> - During construction and upon completion of the sensory tools, the classroom noise level may rise drastically. Ensure students with noise sensitivities are positioned in a quieter space. - Have instructions written simply on the board. - Some assistance or a sound device may be needed for direction during the whole task. <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 discussion. - Ask targeted closed questions. <p>EAL/D:</p> <ul style="list-style-type: none"> - Display questions and instructions on the board for each activity in the lesson for clarification. Include visuals in addition to written resources. <p>Other:</p> <ul style="list-style-type: none"> - 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.
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Resources
<ul style="list-style-type: none"> ● Learning intention ● Candle of Concentration Cosmic Kids Zen Den - mindfulness for kids ● Our 5 Main Senses Puzzles ● Sensory Tools Toolkit ● Sensory Session Toolkit Fact Sheet ● Senses activity ● An Artist... ● Rain in a Tube Instructions ● Rain in a Tube

- [Rain in a Tube Reflection Sheet](#)

Resources for Adjustments (if applicable)

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:	