

Lesson Plan

Unit Name: Sensory Awareness Through Creative Arts

Stage: Early Stage One

Lesson name: *Rain in a Tube*

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 art making (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
<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. <u>Science and Technology</u> STe-2DP-T develops solutions to an identified need. <u>English</u> ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults. <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.	TEACHING – <u>Early Stage 1 Learning intention</u> 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. 1. <u>Candle of Concentration Cosmic Kids Zen Den - mindfulness for kids</u> In this Cosmic Kids episode, students are encouraged to observe the flame of the candle to learn about concentration. 2. <u>Our 5 Main Senses Puzzles</u> warm-up to improve attention and concentration. - 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. LEARNING Lesson Content 1. Display either the <u>Sensory Tools Toolkit</u> or the <u>Sensory Session Toolkit Fact Sheet</u> and have a brief discussion on sensory tools and how they can positively impact our day-to-day life. - <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> 2. <u>Senses Activity</u> 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.

	Ask: - What can you hear? <i>(can you hear your heartbeat, your breathing, birds outside, someone sniffing, cars outside?)</i> - What can you feel? <i>(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?)</i> - What can you taste? <i>(can you taste your lunch lingering in your mouth, if you were to eat an ice-cream would it taste sweet, sour, bitter or salty?)</i> - What can you smell? <i>(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?)</i> - What can you see? <i>(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?)</i> 3. Display An Artist... Discuss with students: - <i>What is an artist?</i> (A person who creates art.) - <i>What do they do?</i> (Painting, sculpture, literature, architecture, cinema, music, theatre.) - <i>What do they make?</i> - <i>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?</i> (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.
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	5. Students create their own Rain in a Tube. Group Activity: Reflection 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: - <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> If completing the Rain in a Tube Reflection Sheet students would: 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: - <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. <i>Pictured: tape, grains, paint, decorations, flour, scissors, pencil, button, broccoli, cardboard tube, banana.</i>
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: - 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. Vision: - 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.

	Hearing: - Be mindful of the “What do you hear?” question during the “Senses Activity”. - Include visuals to support lesson activities. - 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. Sensory: - Create a space in the classroom that gives students a ‘break’ from constant environmental stimulants. Non-verbal: - Support students’ preferred ways of communication. - Incorporate technology or devices in group discussion. - Ask targeted closed questions. EAL/D: - 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.
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Resources

- [Early Stage 1 Rain in a Tube Teacher Guide](#)
- [Early Stage 1 Learning Intentions](#)
- [Candle of Concentration | Cosmic Kids Zen Den - mindfulness for kids](#)
- [Senses Puzzles](#)
- [Sensory Tools Toolkit](#)

- [Sensory Session Toolkit Fact Sheet](#)
- [Senses activity](#)
- [An Artist](#)
- [Rain in a Tube Instructions](#)
- [Rain in a Tube Reflection Sheet](#)

Resources for Adjustments (if applicable)

Lesson Evaluation/Reflection	Yes
The lesson adequately addresses syllabus outcomes.	☐
The lesson reflects the needs, interests and abilities of all students.	☐
The lesson provides an opportunity for students to demonstrate what they know and can do.	☐
The lesson includes a variety of teaching and learning activities, and resources to address the learning needs of all students.	☐
Additional comments and suggestions for improvement:	



PLEASE HELP US IMPROVE!

We want to continue to improve our lessons and resources to ensure that they are benefiting not only the students, but you as teachers.

We would appreciate your time in completing this short survey.



[Click here to
access the survey.](#)

Early Stage One

Rain in a Tube

Teacher Guide



Uses & Benefits

'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

Materials & Equipment

Materials

- 1 x cardboard tube, e.g. paper towel roll or a long, thin plastic jar
- ½ cup of uncooked grains, e.g. rice, popcorn, lentils, chickpeas, or other legumes (you can use more or less, depending on the sound required and size of the tube)
- Masking tape
- Paint or coloured tape
- A range of textured embellishment bits and pieces, e.g. ribbons, fluffy balls, feathers, sequins, beads, pipe cleaners, coloured paper.

Equipment

- Scissors
- Hot glue gun or craft glue
- Funnel
- Optional: paint brushes, water to clean brushes, painting aprons.

How to make

- 1.** Seal one end of your tube with masking tape so that the grains you have are not able to pass through.
- 2.** Place the grains in the tube and seal the other end with masking tape. You may add more or less grains or use one or a combination of grains to individualise them and give them different sounds.
- 3.** Decorate the outside of your tube with paint or coloured sticky tape.
- 4.** Embellish the tube with a range of items to give the outside of the tube some texture and colour.

Where to get supplies

Most schools or classrooms will have a lot of the materials needed for this project like coloured paper, paints and embellishment bits and pieces. They can also be found at department or craft supply stores.

The cardboard tubes can be brought in from home, or purchased either online through a range of suppliers or from other craft supply stores.

Caution

When using a hot glue gun ensure that children are properly supervised so they do not burn themselves or get glue everywhere. You may wish to use craft glue instead for a safer option, however the glue may not hold as well or set as quickly.

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.

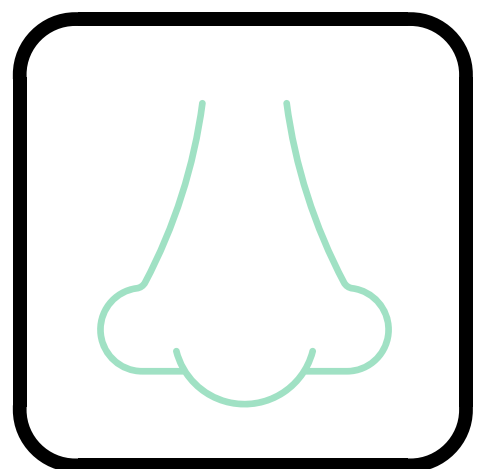
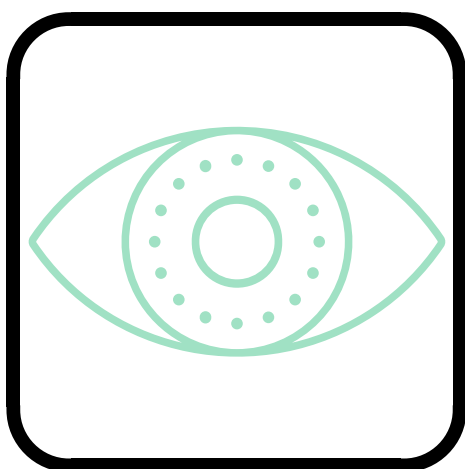
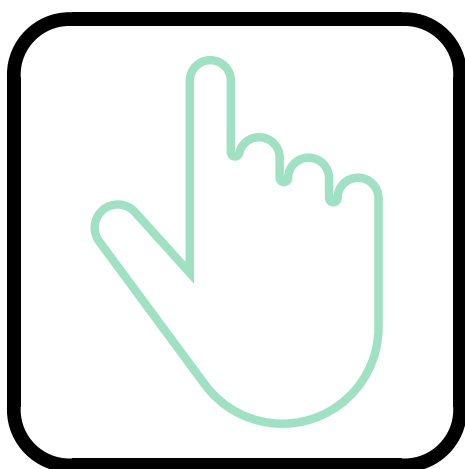
Learning Intentions

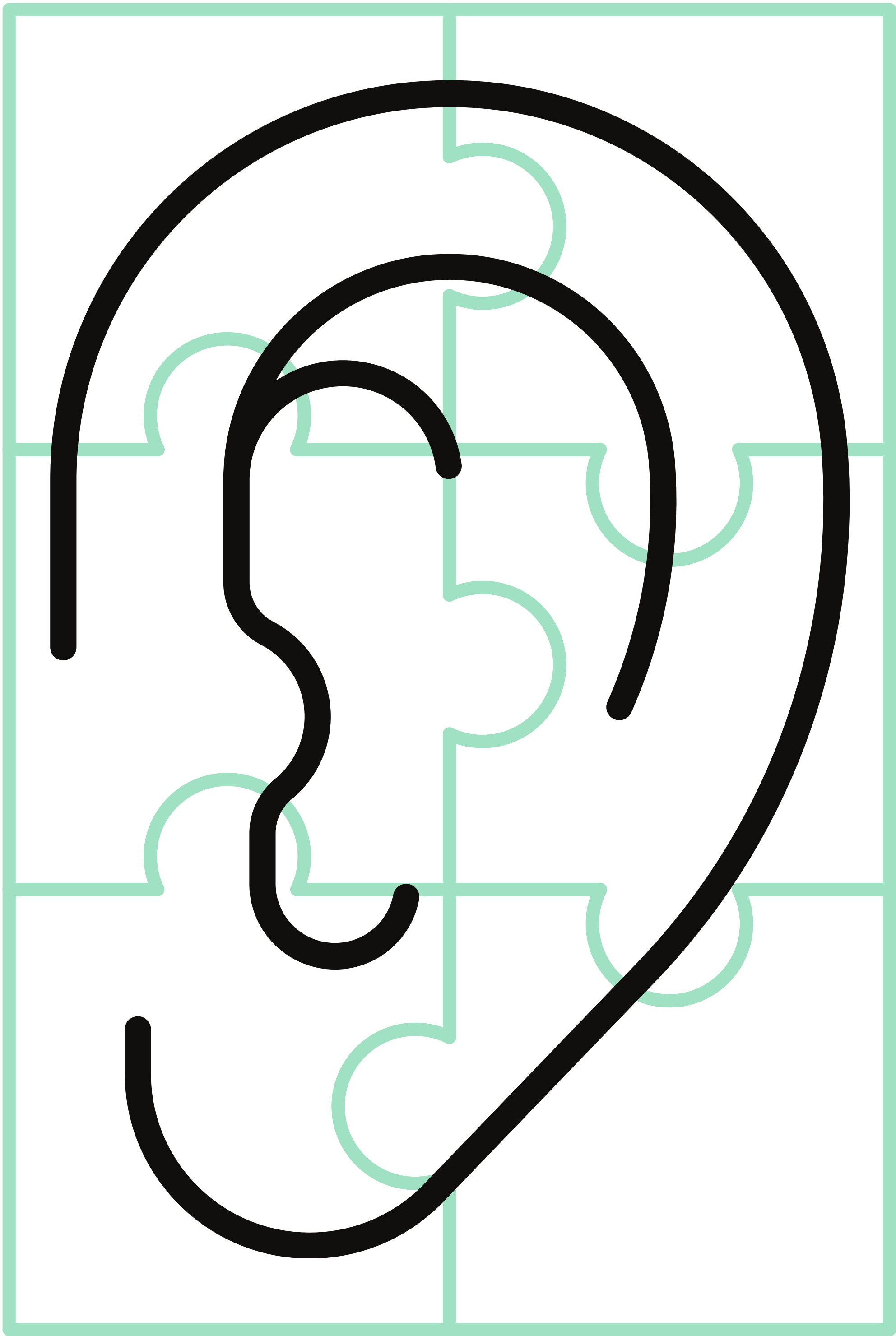
- I know who artists are, what they do and what they make
- I can create a sensory tool
- I can describe and respond to what my artwork/sensory tool is used for
- I can communicate that I understand different emotions

Our 5

Senses

Puzzles



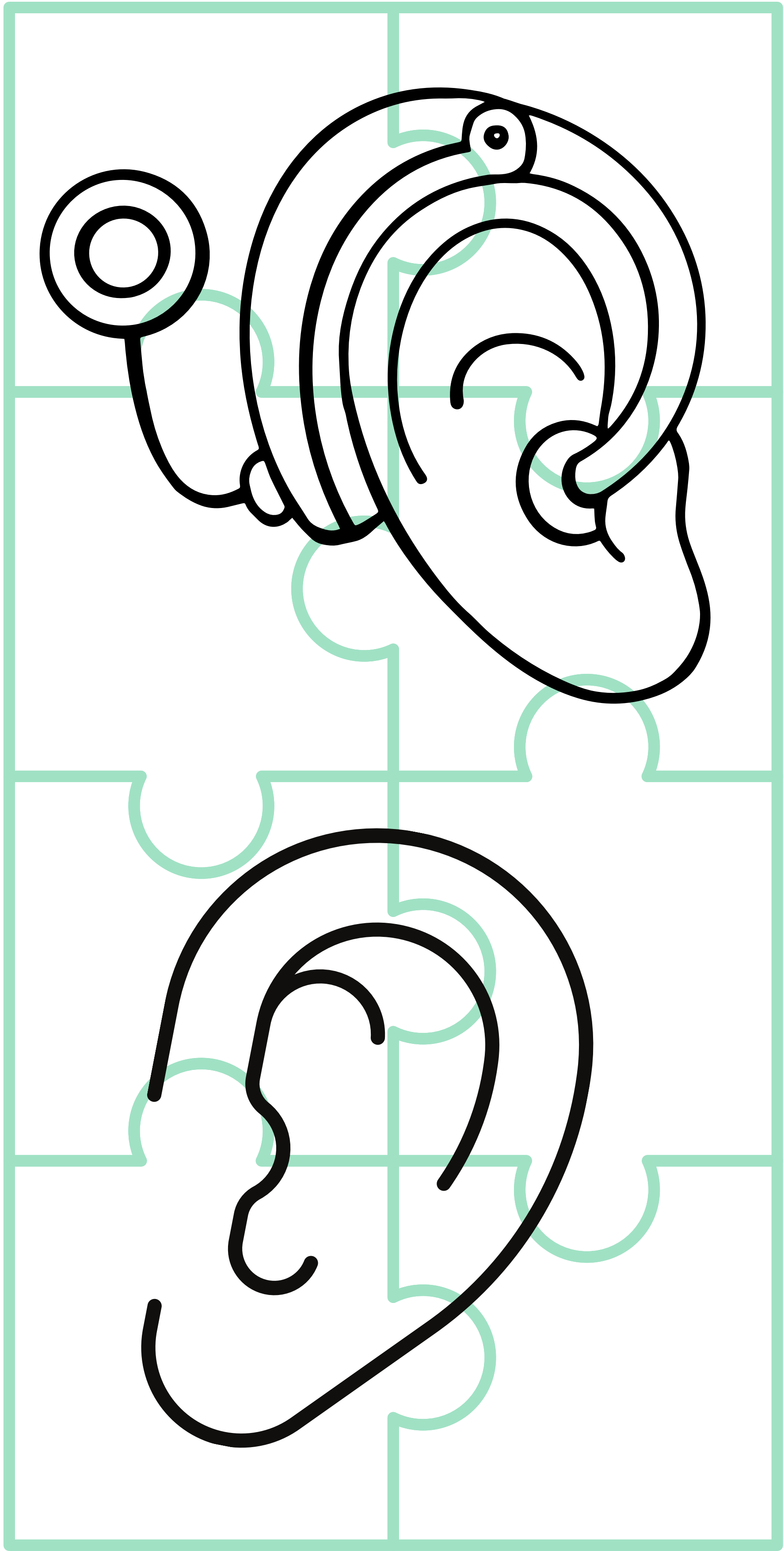


Hearing



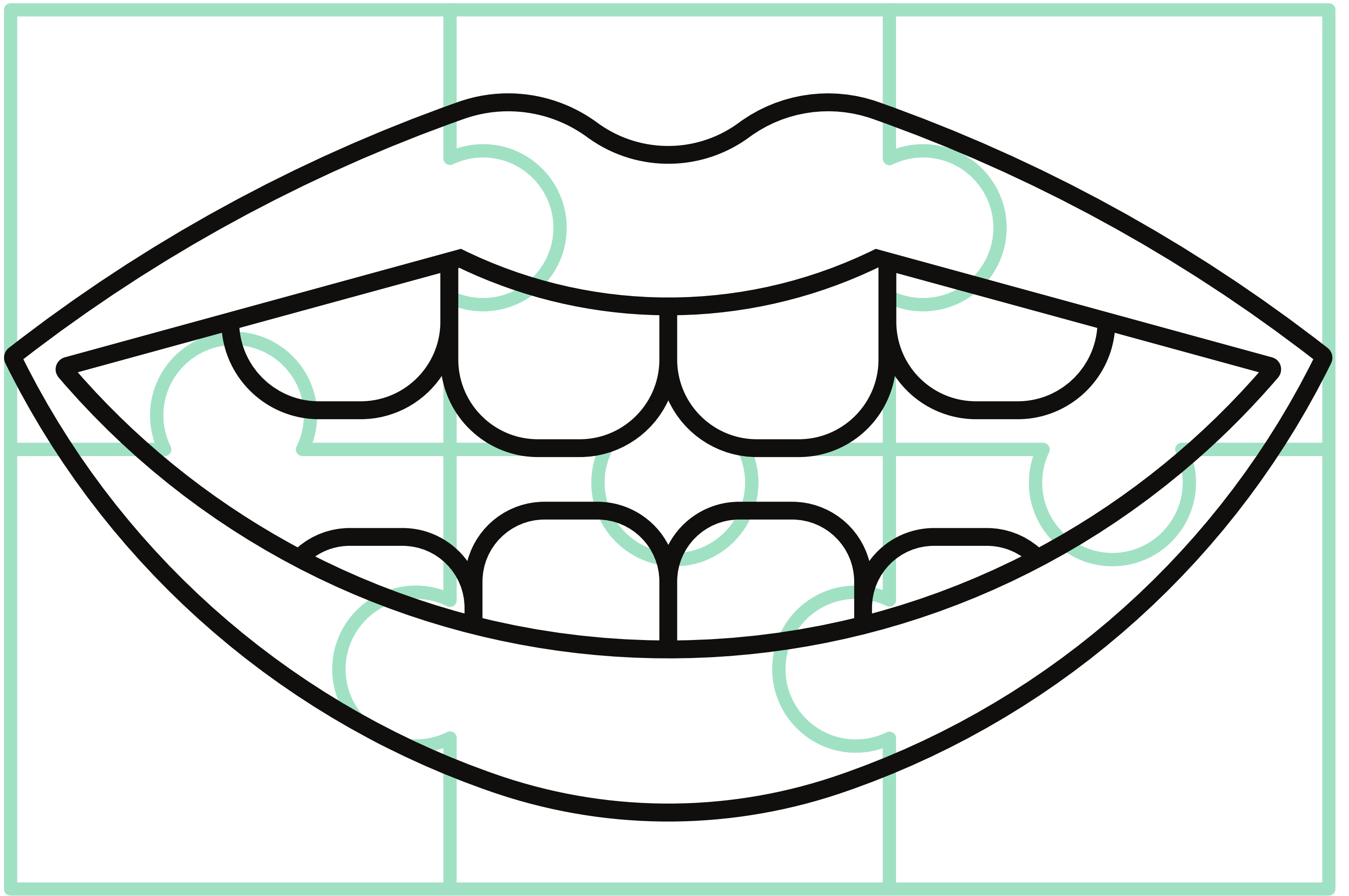
Hearing

Enabler

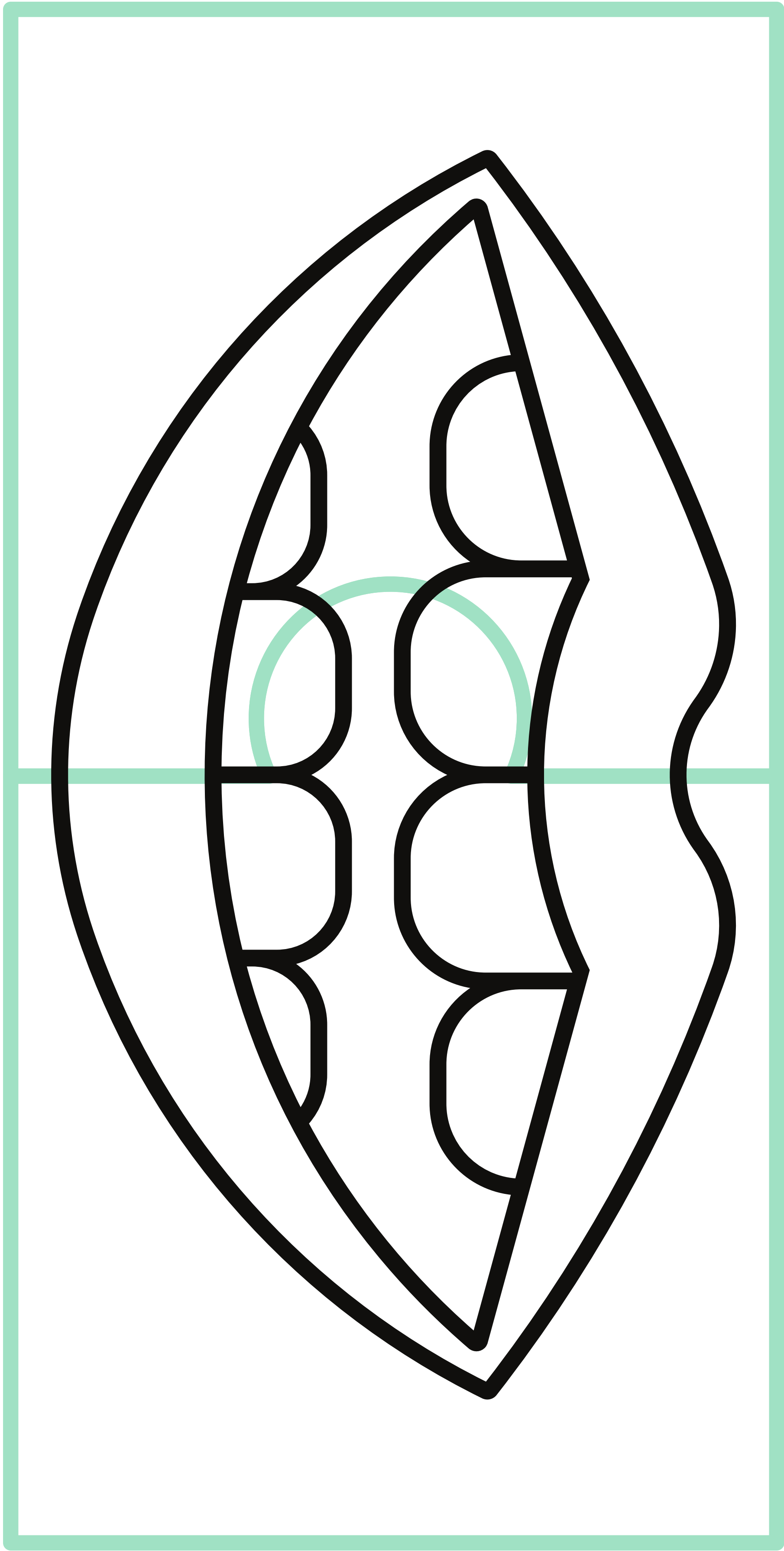


Hearing

Extender

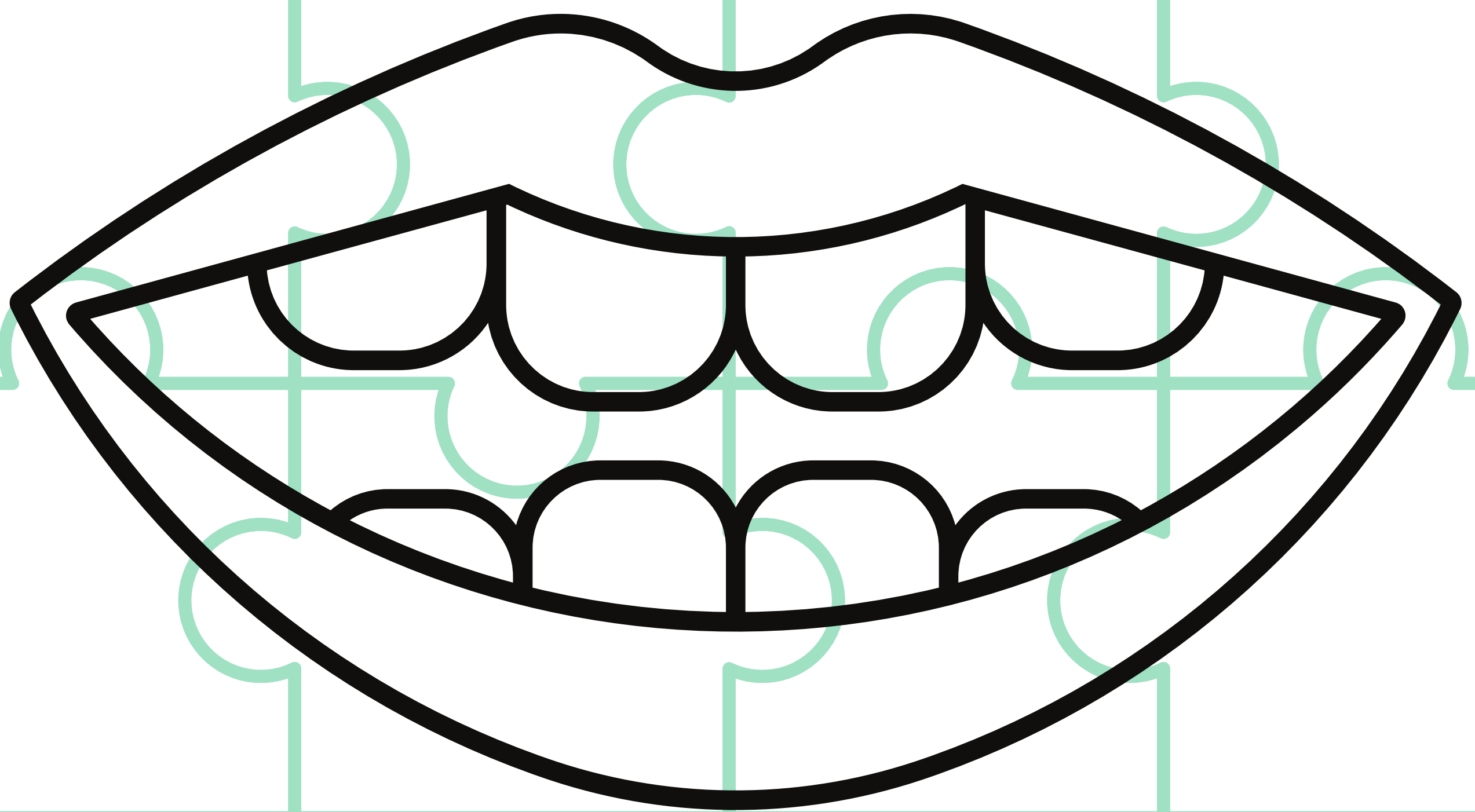


Taste



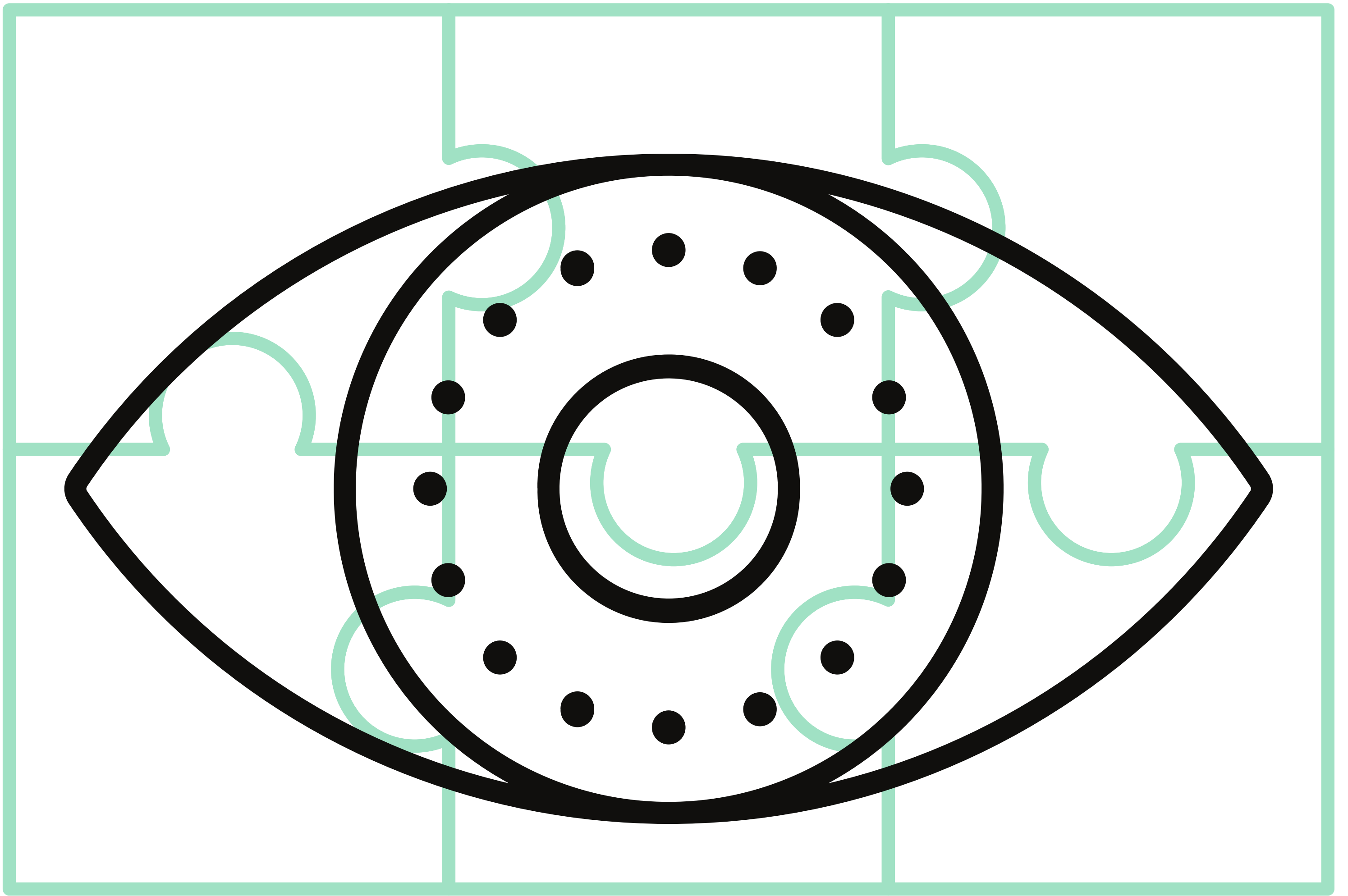
Taste

Enabler

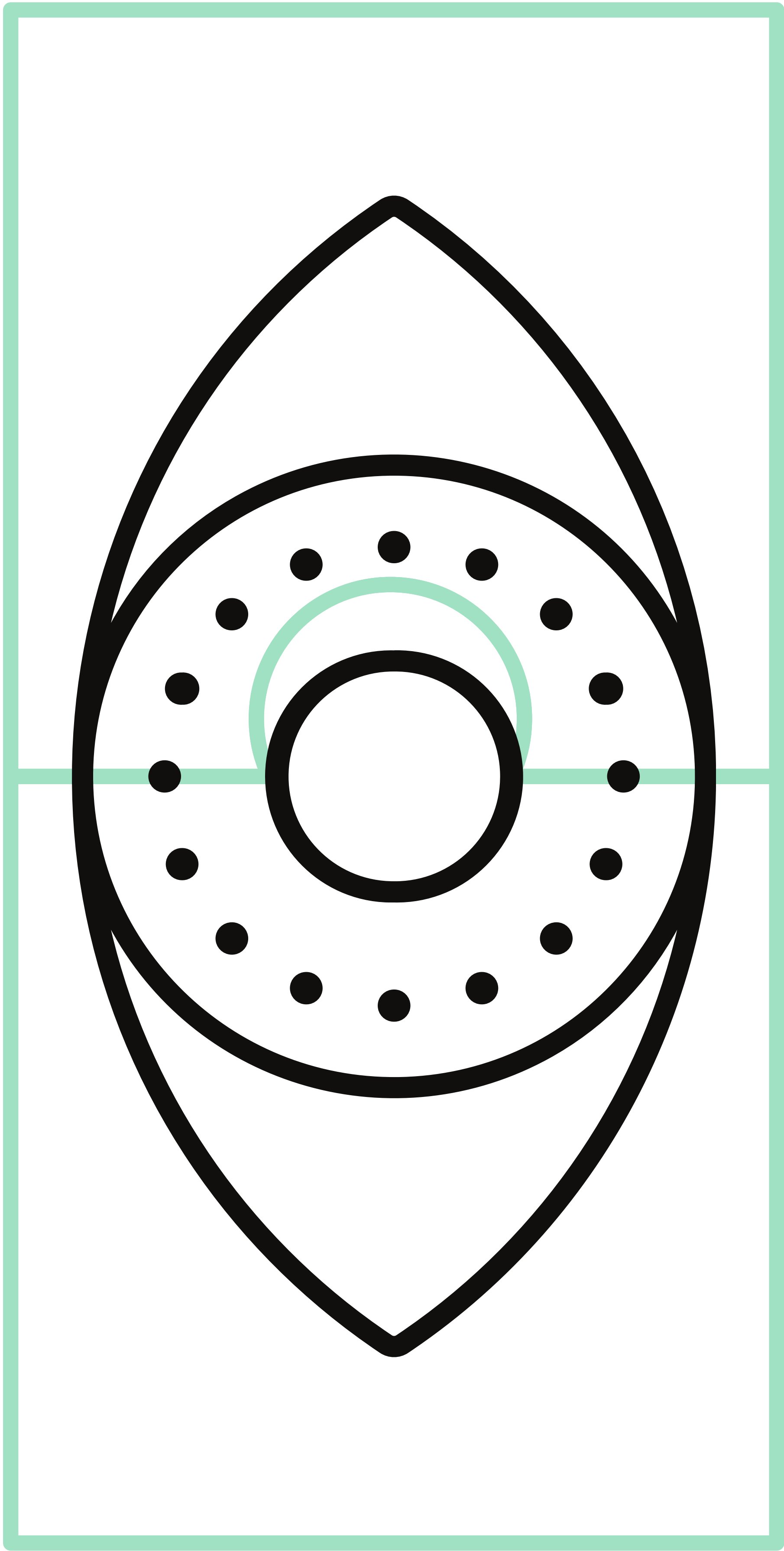


Taste

Extender

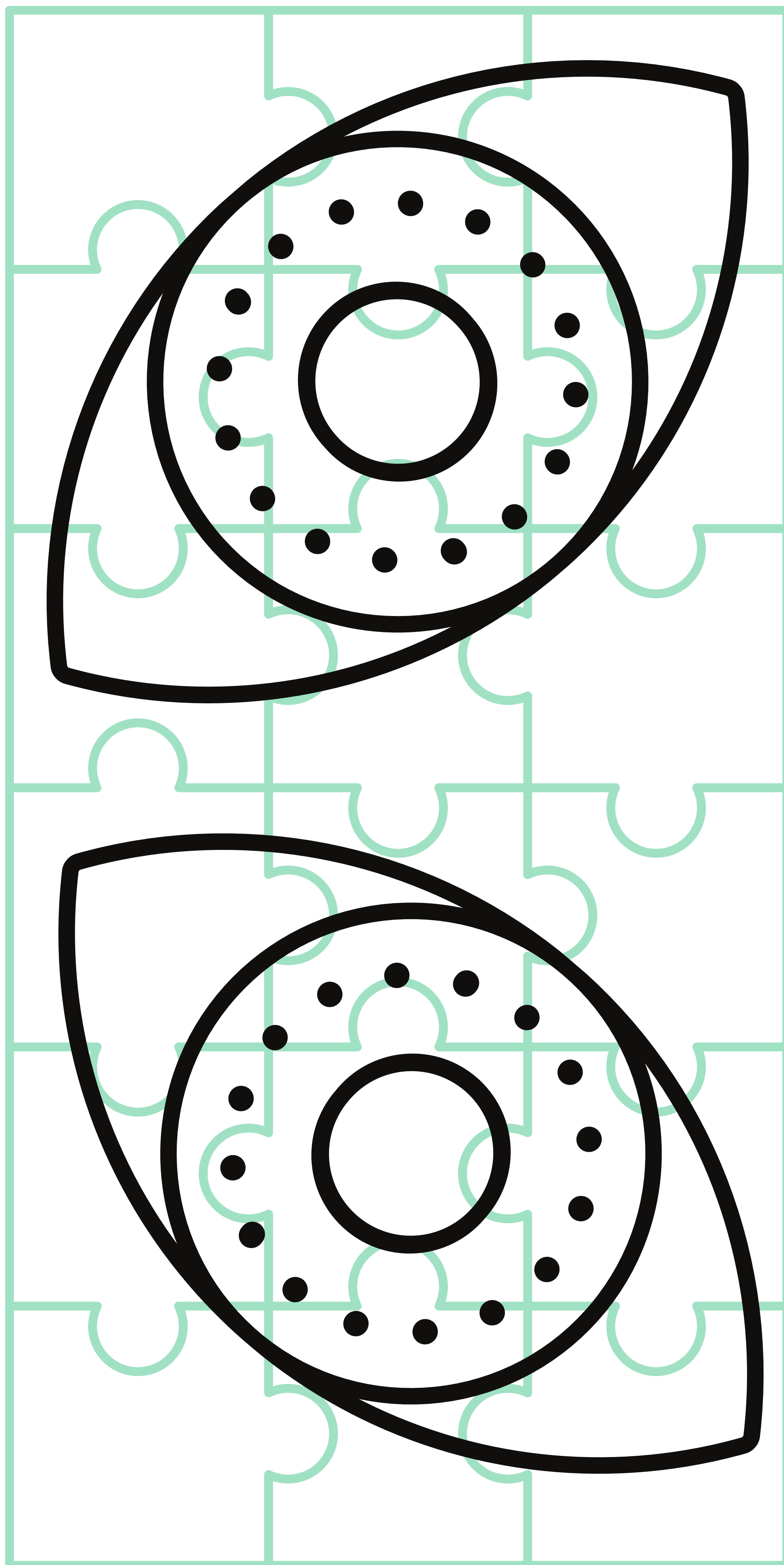


Sight



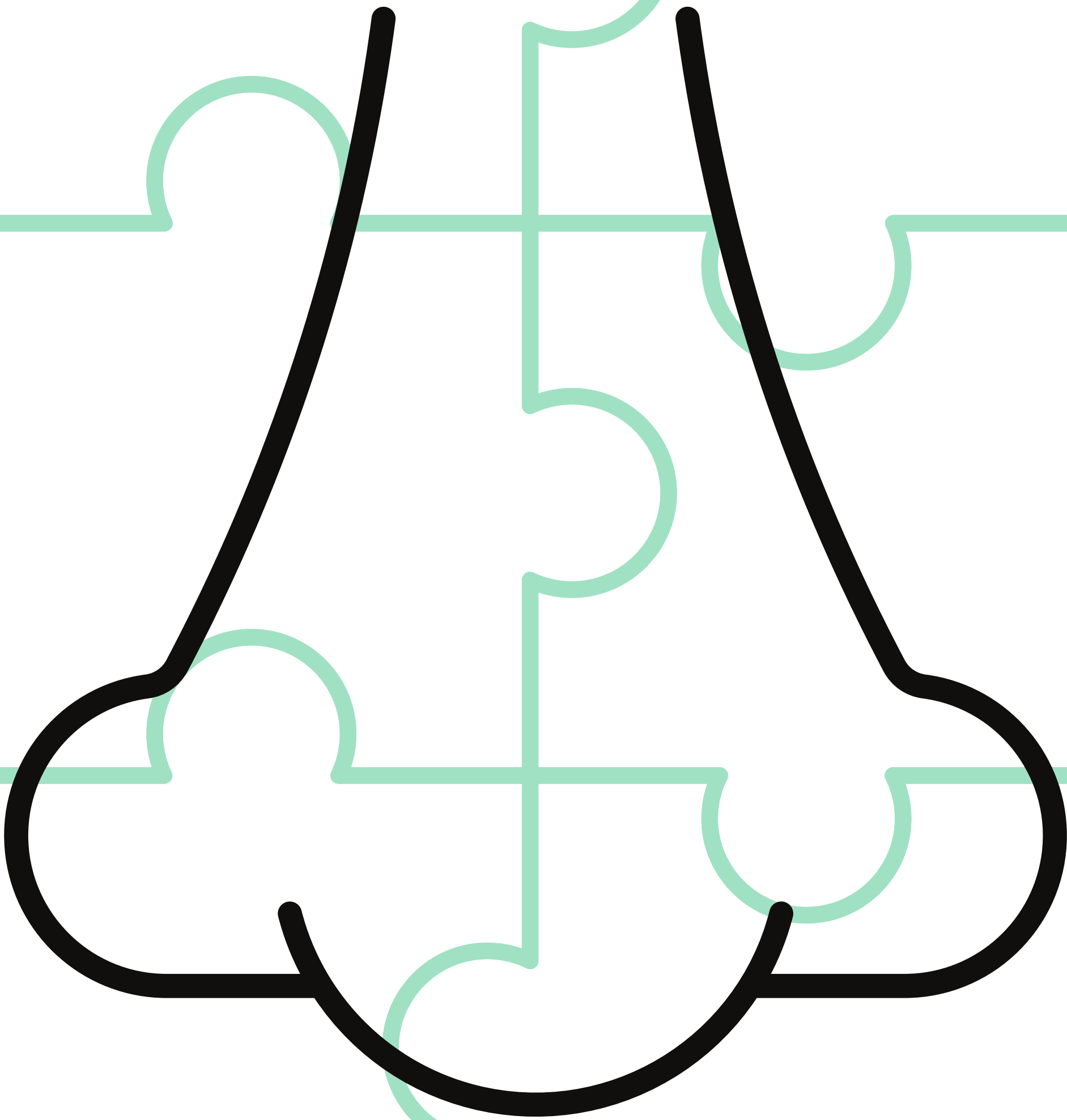
Sight

Enabler

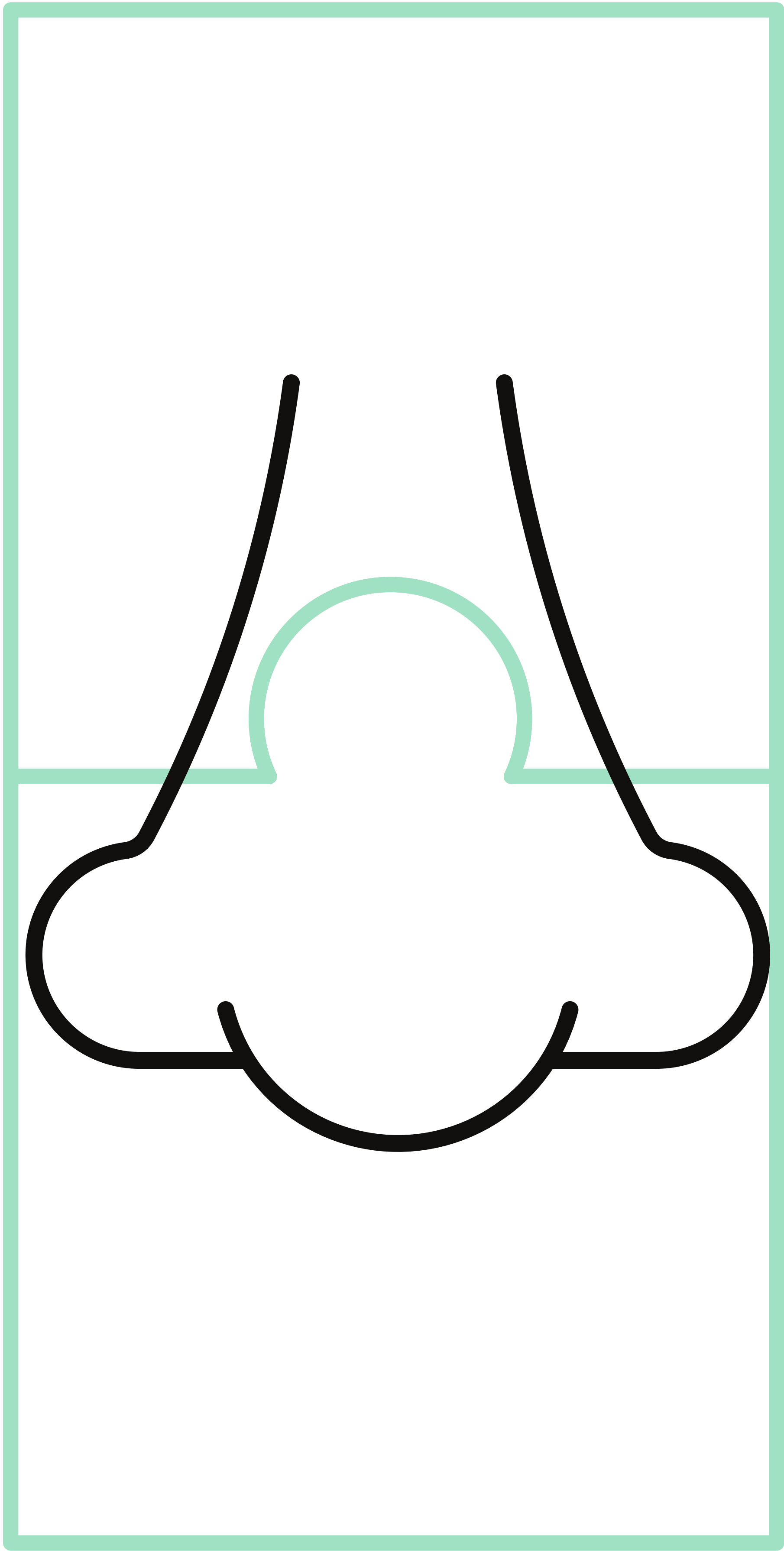


Sight

Extender

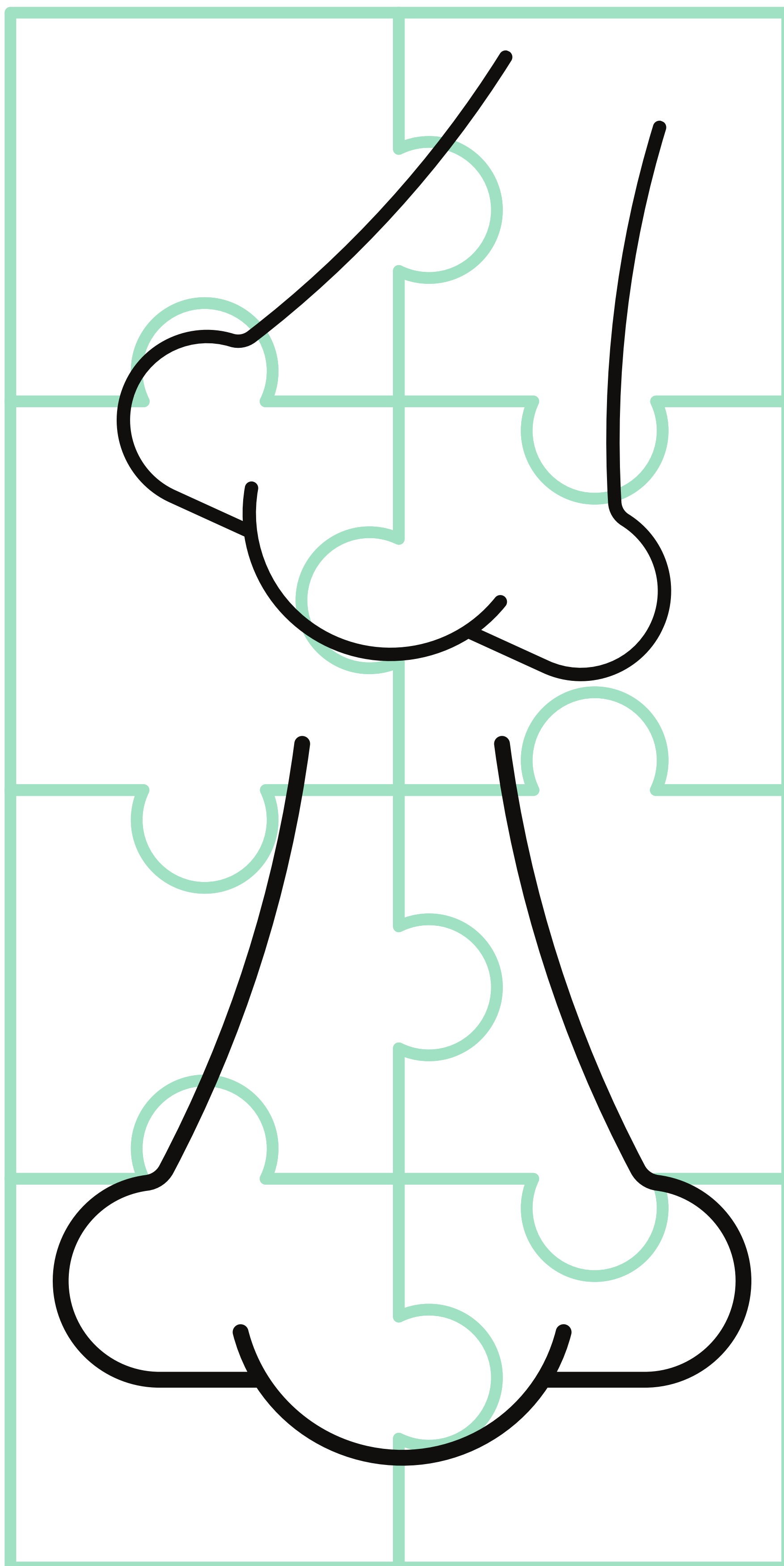


Smell



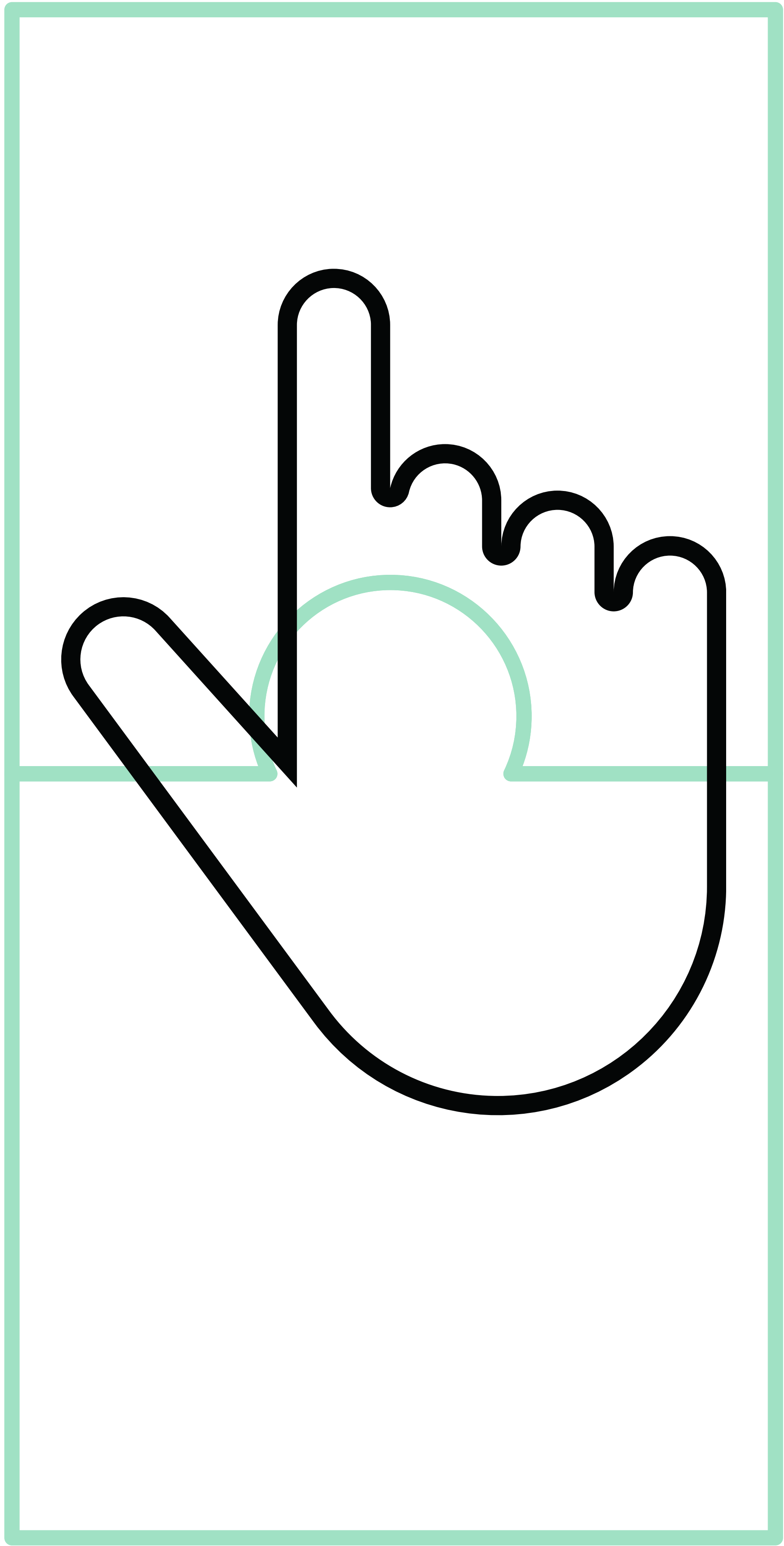
Smell

Enabler



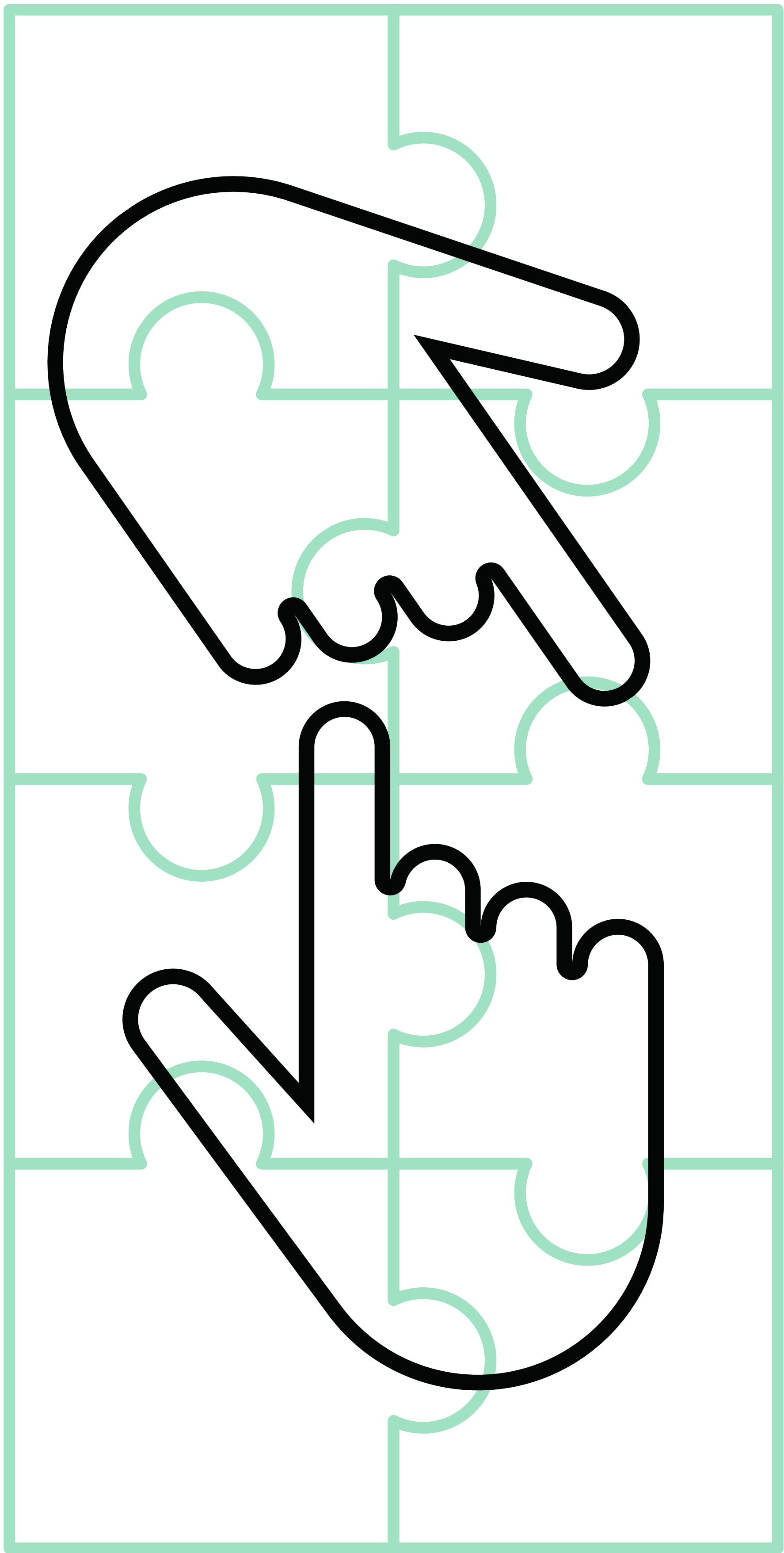
Smell

Extender



Touch

Enabler



Touch

Extender



Sensory Tools

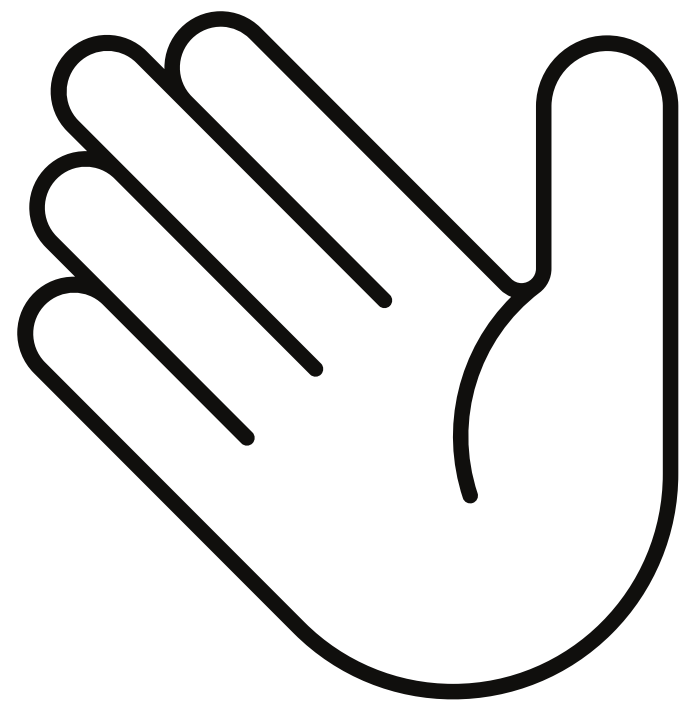


All day, every day, we are
surrounded by and experience
sensory stimulation.

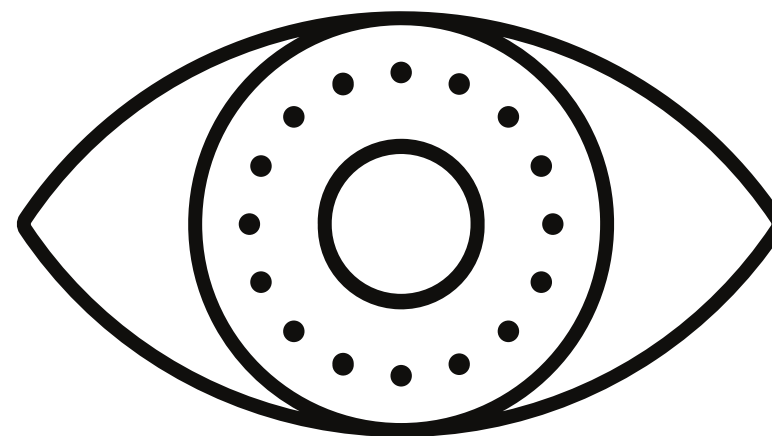
Our 8 Senses:

- 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.

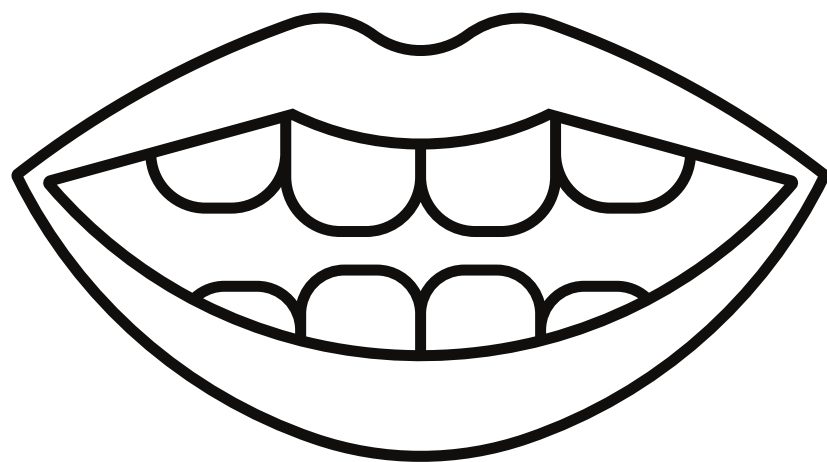
5^{main} senses



Touch



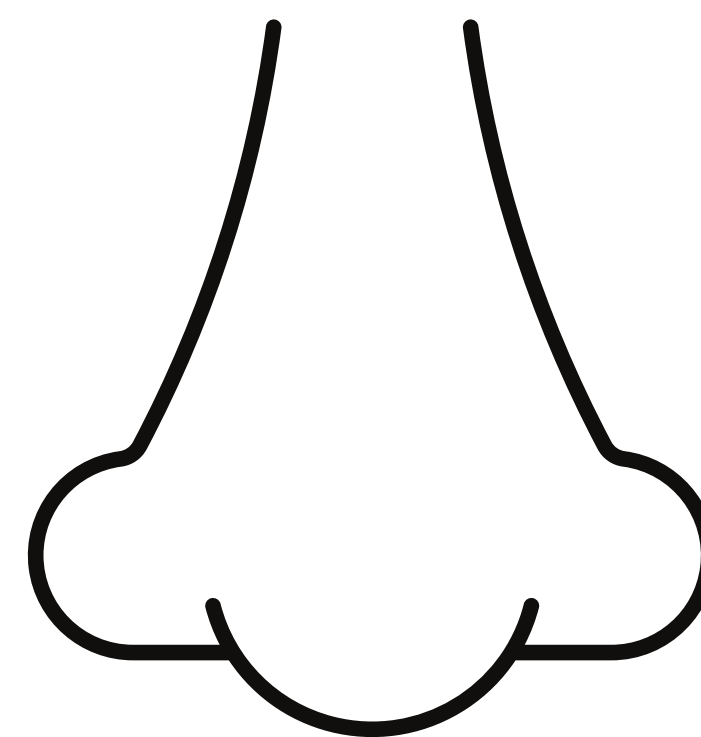
Sight



Taste

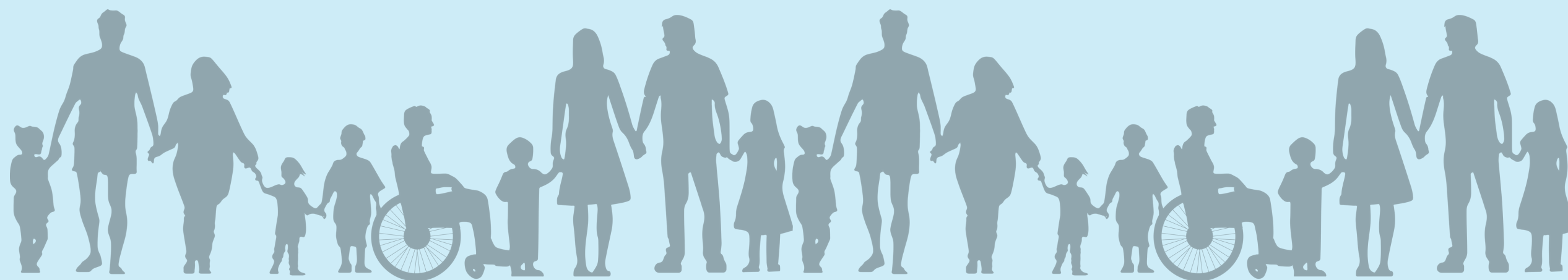


Hearing



Smell

Some people have
sensory challenges.



Sensory tools can help to

calm

focus

distraction

Lots of people use 'sensory tools' to help them

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



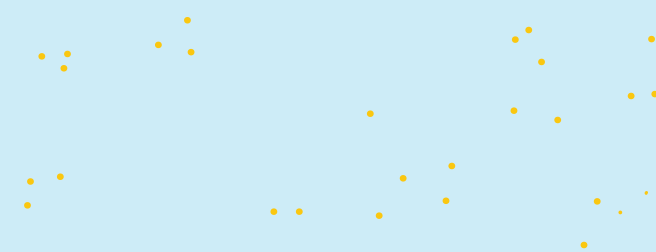
**Sensory tools can
help you feel calm
and safe.**



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

Some people need extra help to concentrate.

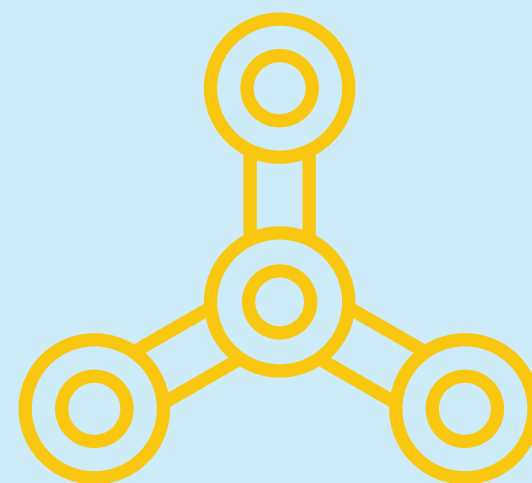
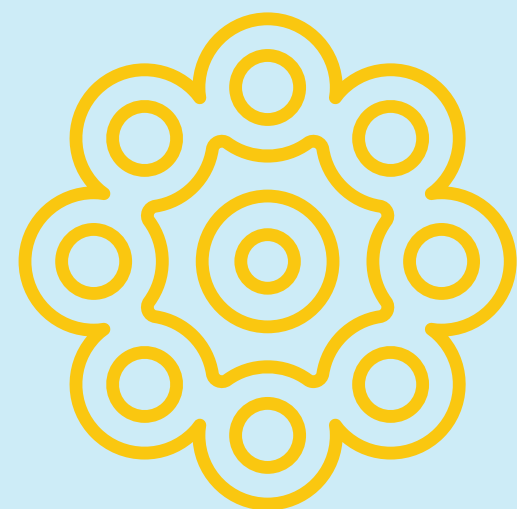
Sensory tools, such as fidget tools, can help them focus.



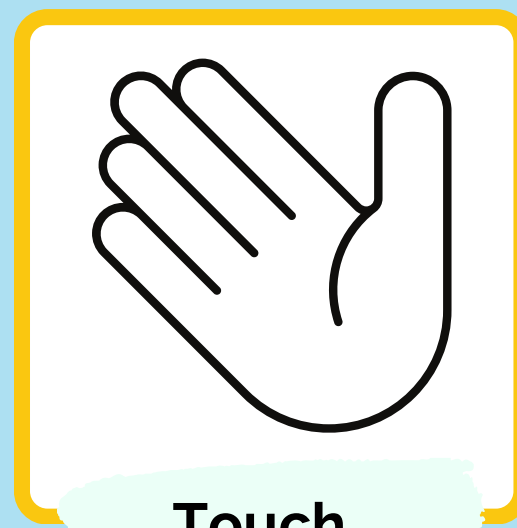
There are many types of sensory items that might help.

Some common items include

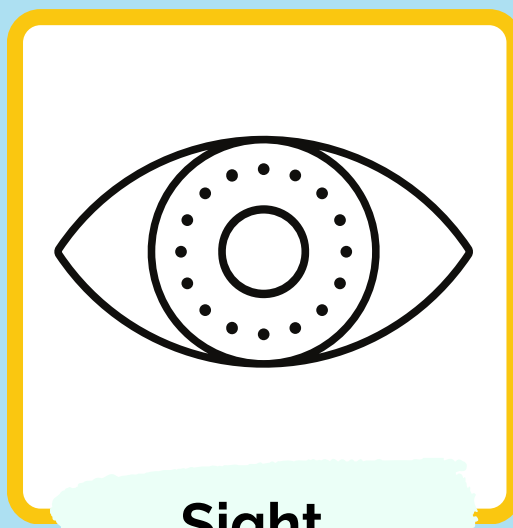
- weighted animals
- fidget toys
- balance items
- ear muffs



Our 5^{main} senses



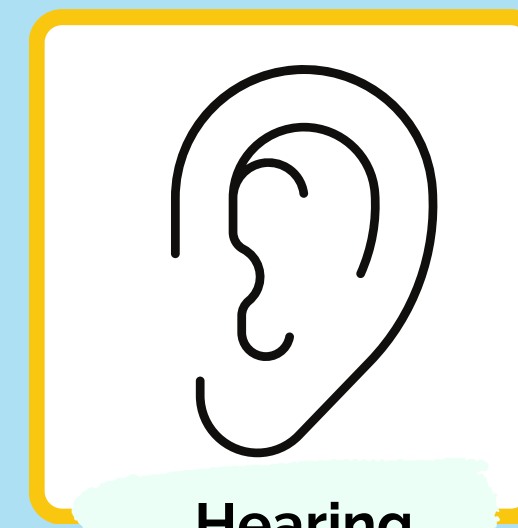
Touch



Sight



Taste



Hearing



Smell

Some people have sensory challenges.



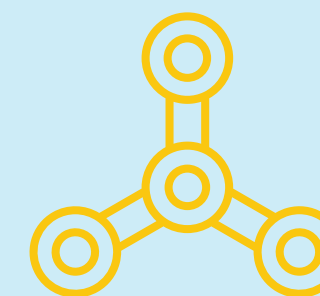
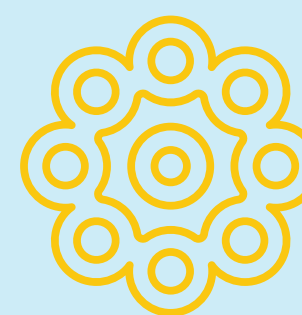
Lots of people use sensory tools to help them

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

There are many types of sensory items that might help.

Some common items include

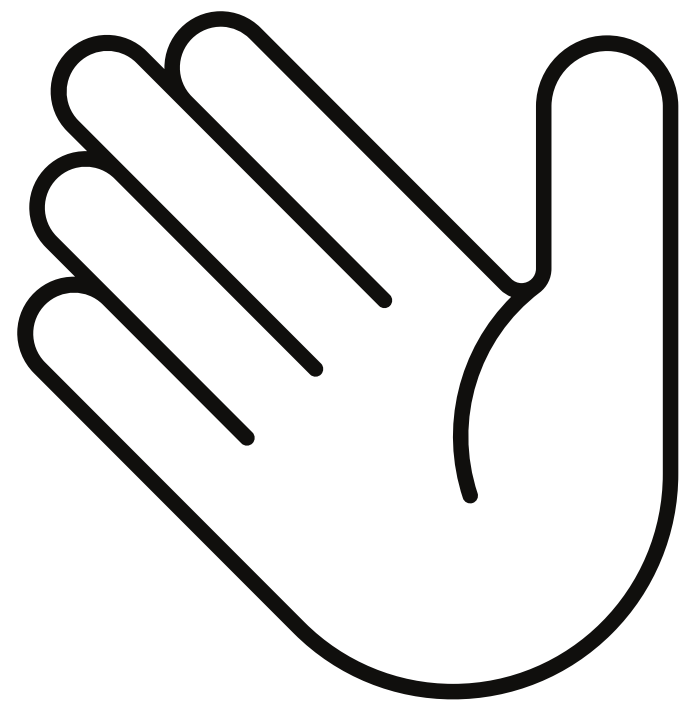
- weighted animals
- fidget toys
- balance items
- ear muffs



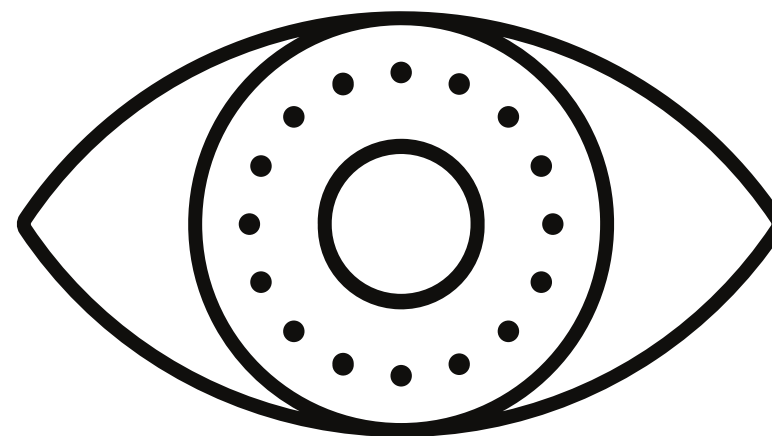
SENSES ACTIVITY



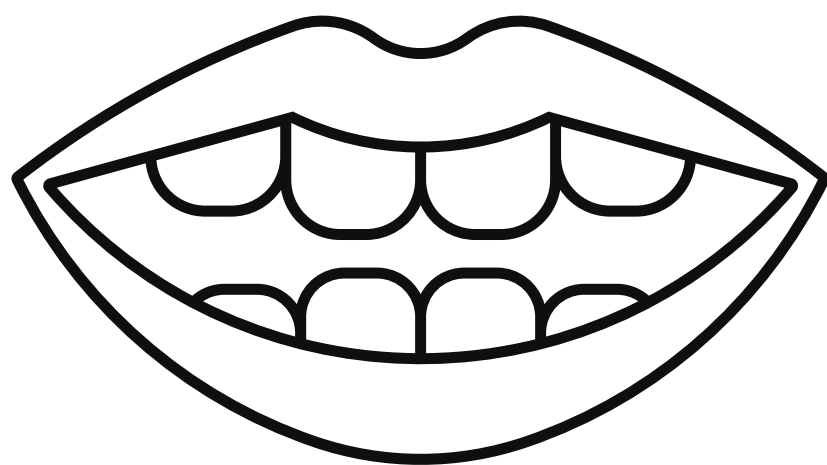
5^{main} senses



Touch



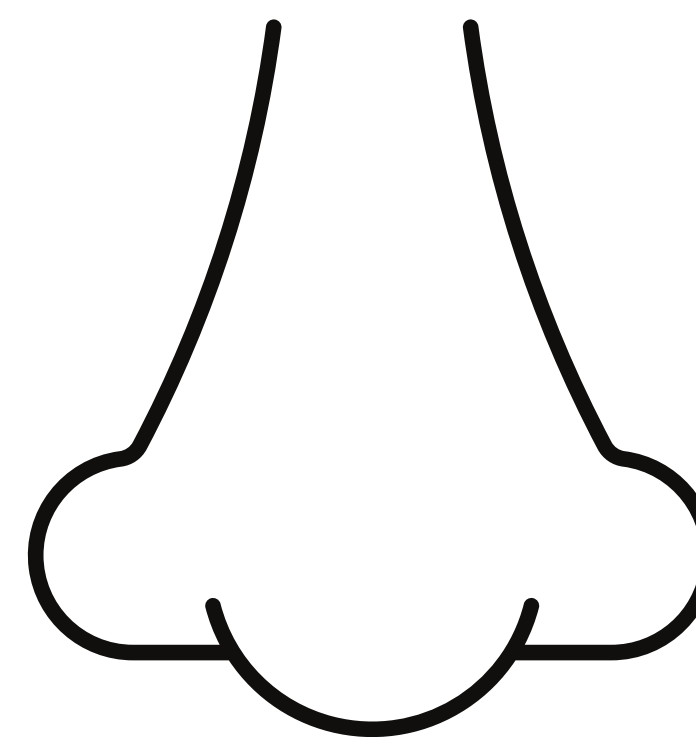
Sight



Taste



Hearing



Smell

As we sit together, I am going to ask you to pause
and think about some questions.

These questions are going to use our
5 main senses to recognise what is around us.

It might be helpful for you to close your eyes.

WHAT CAN YOU **HEAR?**

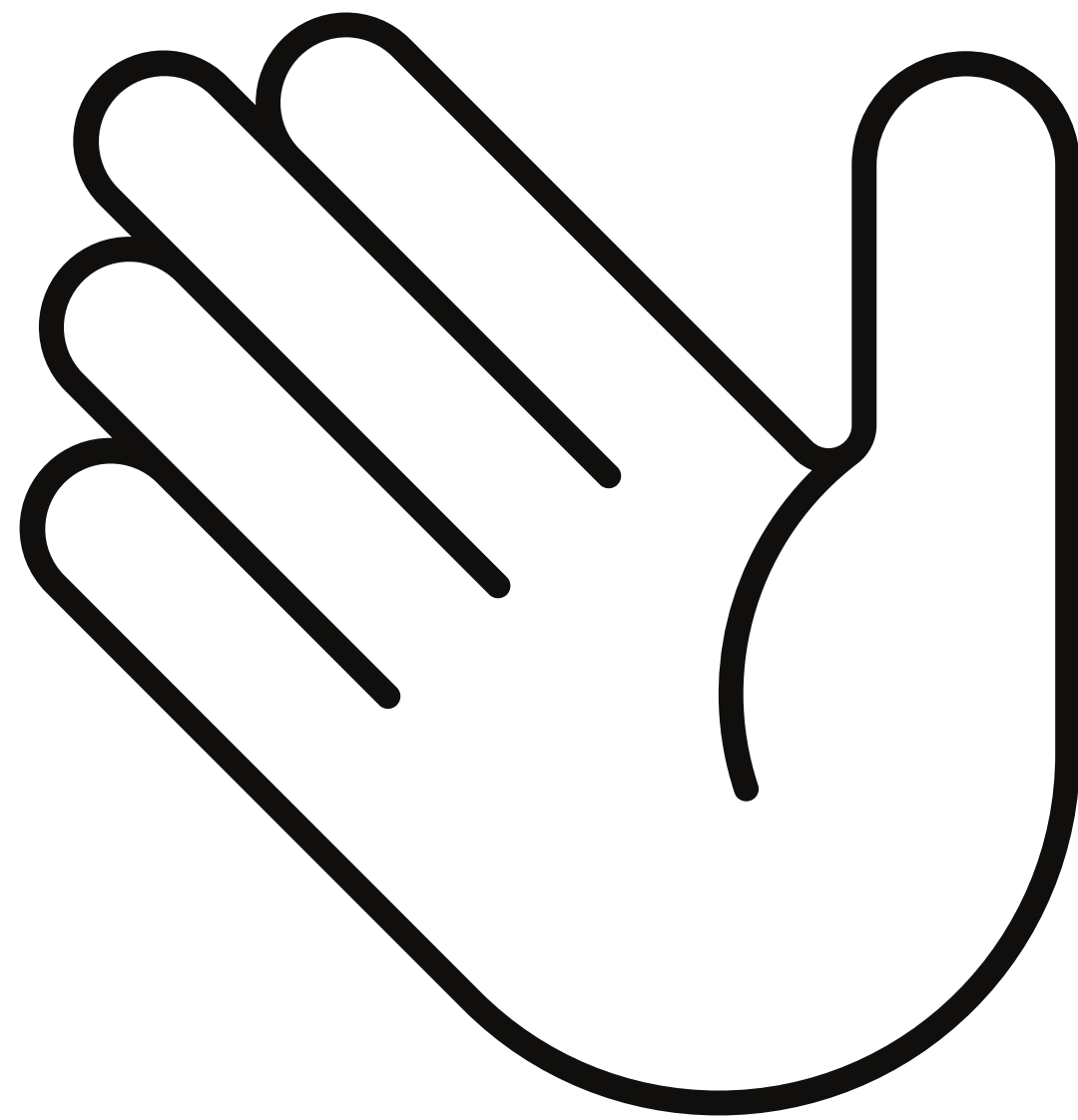


COULD YOU **HEAR...**

- your heartbeat
- your breathing
- birds outside
- someone sniffing
- cars on the street



WHAT CAN YOU
FEEL?

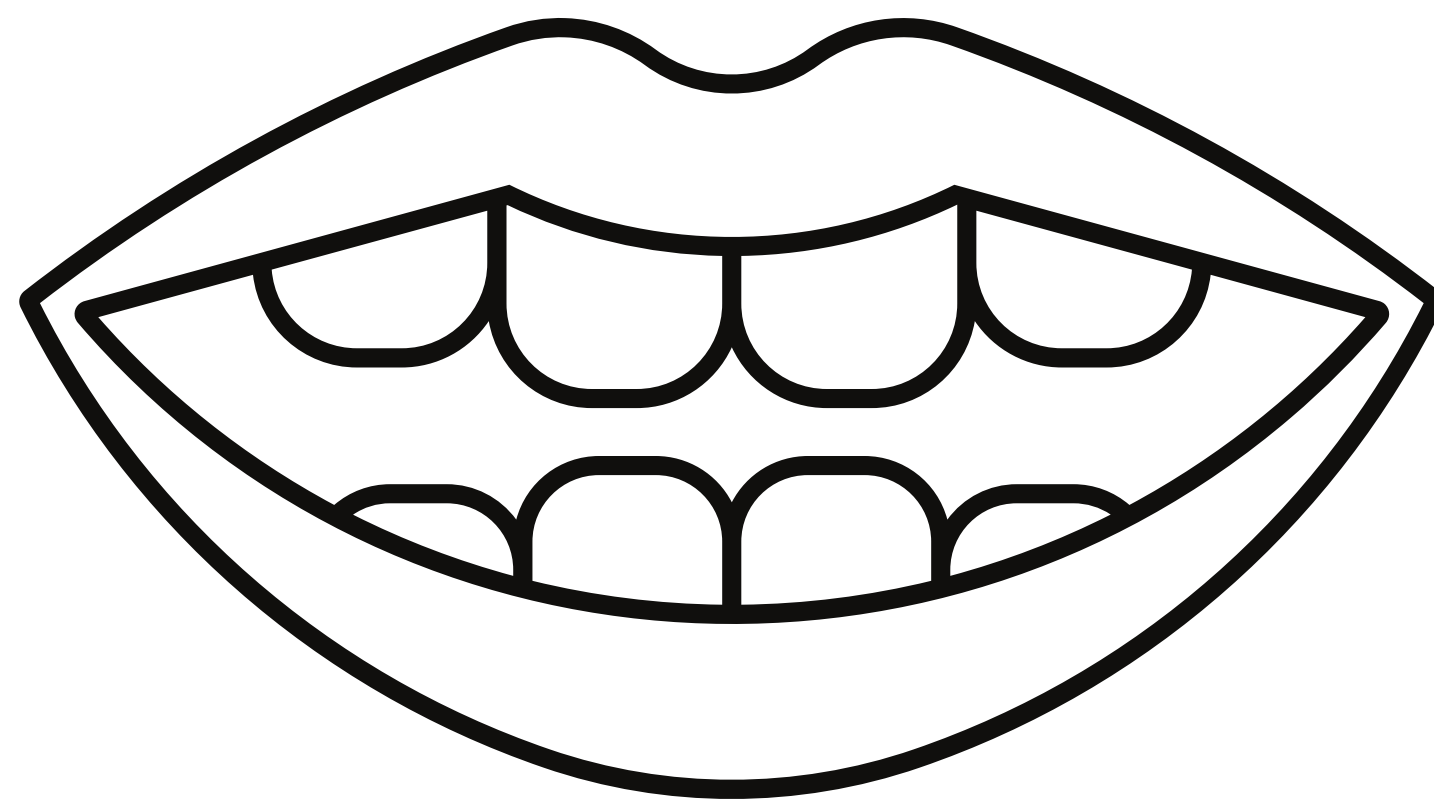


COULD YOU **FEEL...**

- the floor under your bottom
- what your hands are touching
- your shoes on your feet
- your hair on your face
- the breeze from the open window



WHAT CAN YOU **TASTE?**



COULD YOU TASTE...

- your lunch lingering in your mouth
- if you were to eat an ice cream would it taste **sweet**, **sour**, **bitter** or **salty**



**Rain in a tube can be used to hold, fidget with,
manipulate and listen to.**

It is great to use for

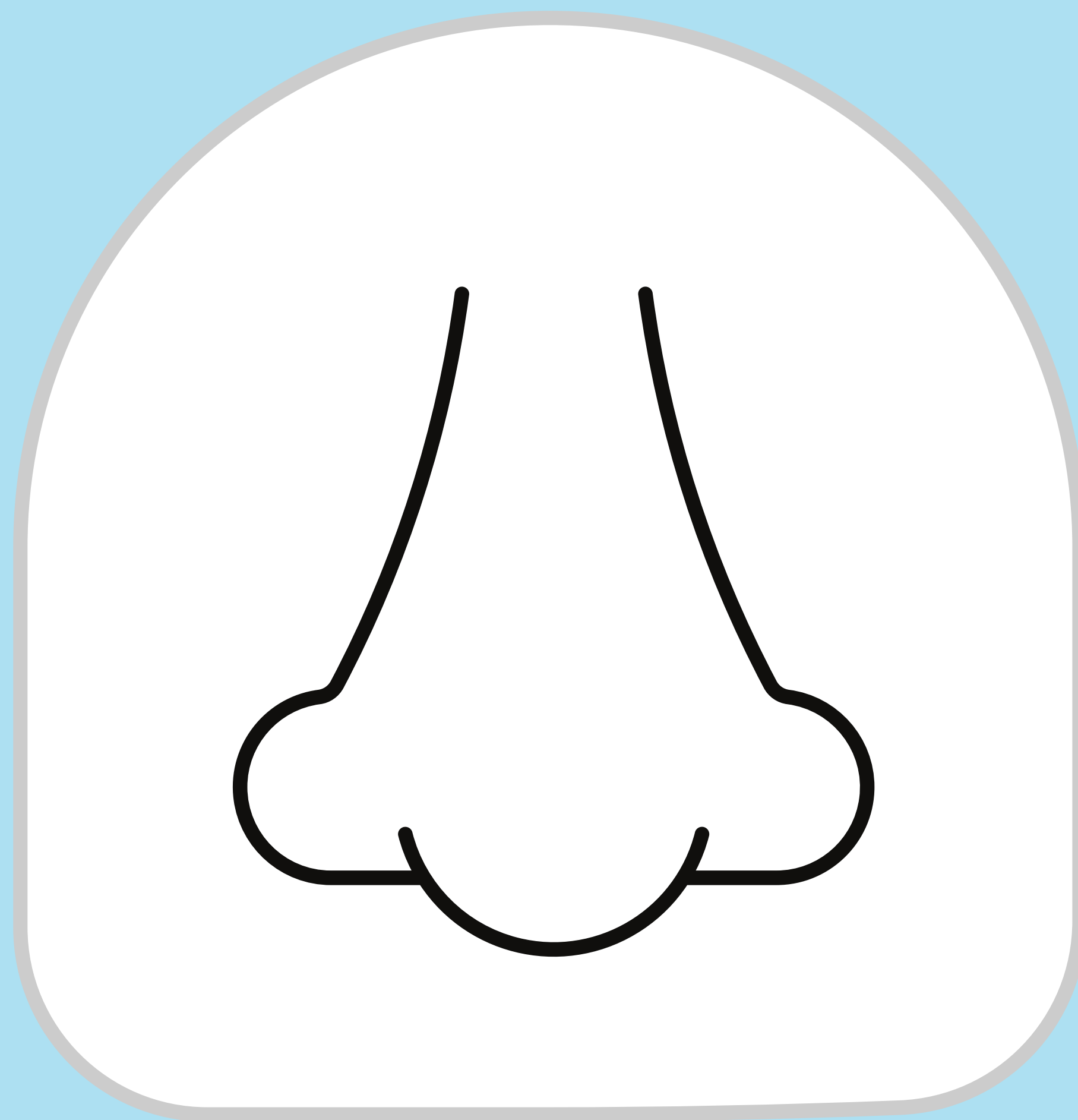
focus

calming

grounding

distraction

WHAT CAN YOU
SMELL?



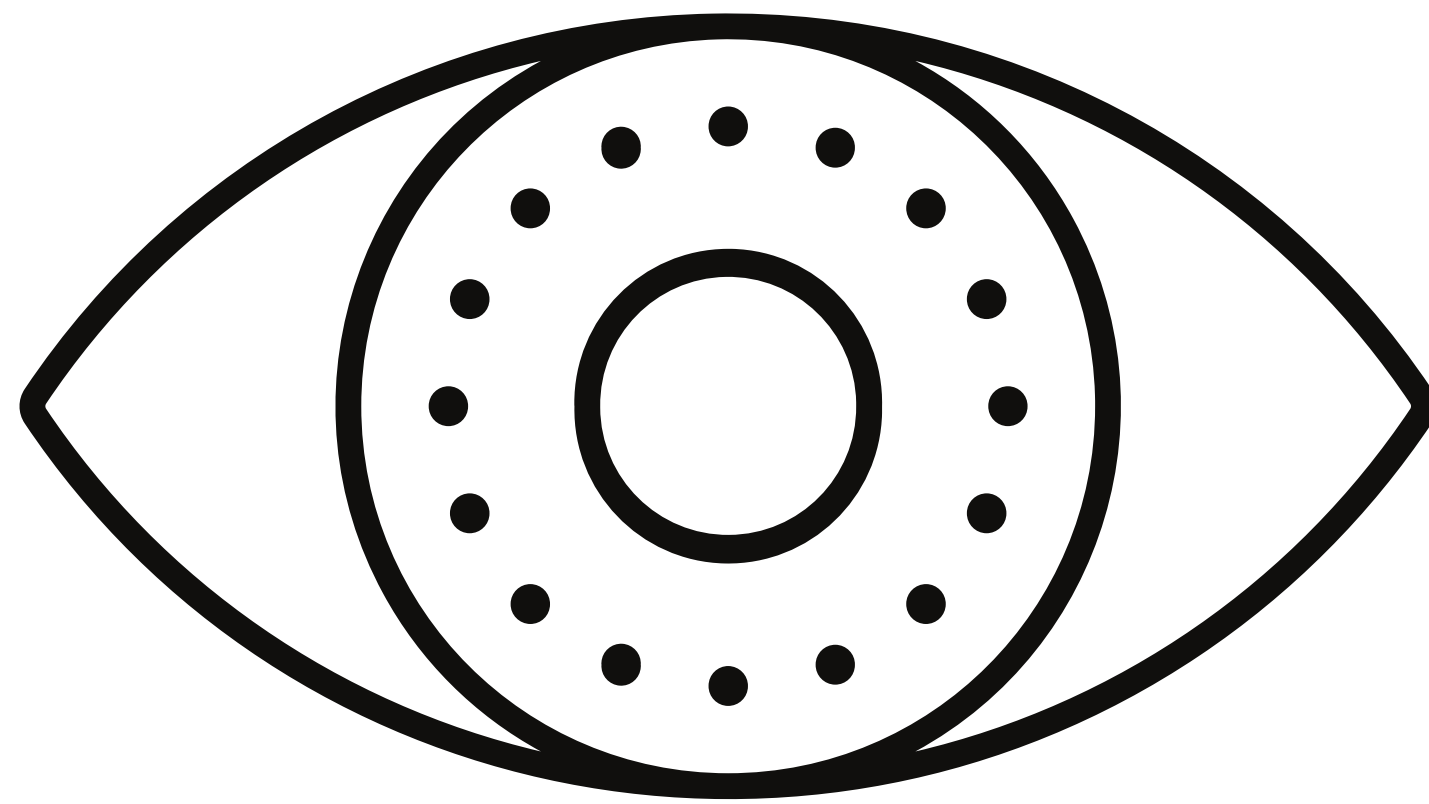
COULD YOU **SMELL...**

- the grass that has just been cut
- shampoo/soap on your body
- your stinky shoes
- the bin
- a candle



Now open your eyes

WHAT CAN YOU SEE?



COULD YOU SEE...

- the colour of the walls
- lots of different faces
- the colours in the carpet
- something very far away
- your own nose



A collage of art supplies is visible in the background. In the top right, there is a wooden easel and several colorful rings (orange, green, blue, pink). In the bottom right, a ruler with markings from 25 to 28 is visible, along with some paintbrushes and a small wooden figure.

Artist:

a person who creates art

There are 7 different forms of art

Painting



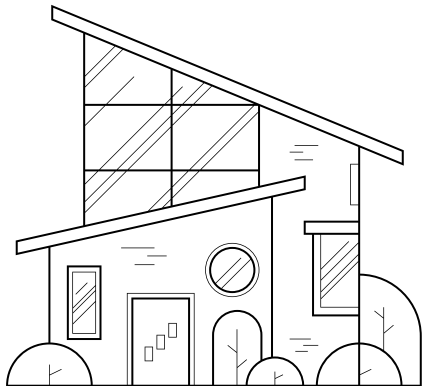
Sculpture



Literature



Architecture



Cinema



Music



Theater



Sometimes artists make art
just for people to
enjoy

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!





Mosaic Chair

Sensory Tool



Calming Music



Sculpture Table



Stained Glass Window



Glass Lamp



Educational Book

More examples of art with a purpose



First Nations Rock Art



Sandwich Art



Painted Bowl

Make your own

Rain in a Tube





Materials and equipment

Materials you need:

- 1 x cardboard tube

e.g. paper towel roll or a long, thin plastic jar

- ½ cup of uncooked grains

e.g. rice, popcorn, lentils, chickpeas or other legumes (you can use more or less, depending on the sound required and size of the tube)

- masking tape
- paint or coloured tape
- a range of textured embellishment bits and pieces

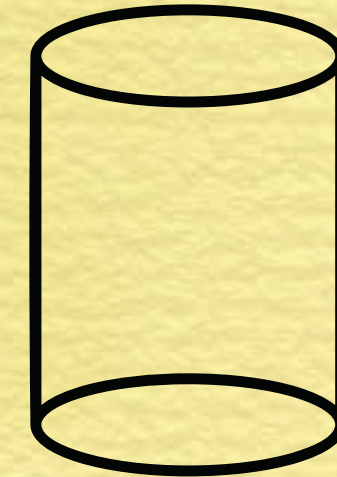
e.g. ribbons, fluffy balls, feathers, sequins, beads, pipe cleaners, coloured paper

Equipment needed:

- scissors
- hot glue gun or craft glue
- funnel
- optional: paint brushes, water to clean brushes, painting aprons

Materials and equipment

- 1 x cardboard tube



- grains



- masking tape



- paint or coloured tape



- decorations



- scissors

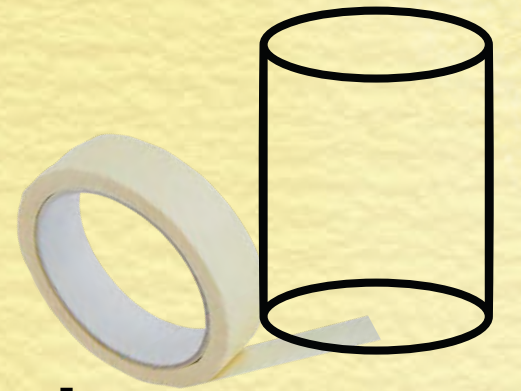


- glue

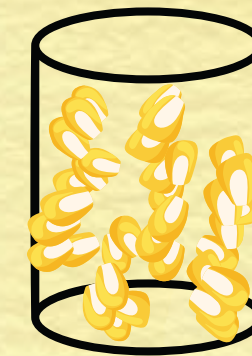


Steps

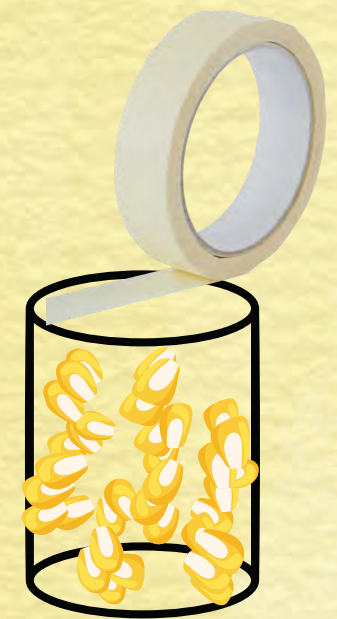
1. Seal one end of your tube with masking tape



2. Place grains into the tube



3. Seal the other end with masking tape



4. Decorate the outside of your tube



You may add more or less grains, or use one or a combination of different grains to create various sounds.

Notes

Caution:

When using a hot glue gun ensure that children are properly supervised so they do not burn themselves or get glue everywhere. You may wish to use craft glue instead for a safer option however the glue may not hold as well or set as quickly.

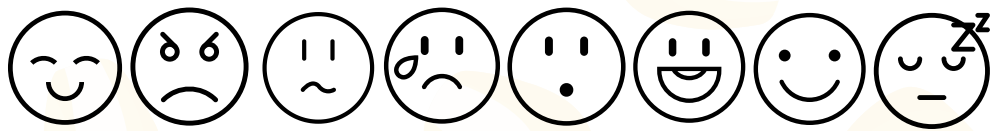
Name: _____

Reflection

My Rain in a Tube will help me feel:

happy sad calm angry

I can use it when I feel:



My Rain in a Tube is:

fun scary calming loud quiet

To make it I used:

