RUTH NILES

SENSORY BOARD

9th Grade, Students Living with Autism | Mixed Media & Textile Art
UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

Name: Ruth Niles | Email: rmniles@uwm.edu
Lesson Title: Sensory board | # of Sessions: 2
Level/Grade/Age: Freshman

BIG IDEA
(Describe how the big idea is important to this age group in relation to student assets and the content area):

I teach a Social Skills class for students who have Autism and struggle with social skills and peer interactions. Students in this class also struggle with managing their emotions, and struggle with appropriately expressing their emotions. Some students with Autism benefit from sensory touch when they are overwhelmed, however there are not a lot of options for students to go to when they feel overwhelmed and need sensory breaks.

OBJECTIVES AND NATIONAL STANDARDS:

Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)

Students will discover different fabrics and materials can be combined to create an outlet for emotions. Students will also have to strategically design and place materials on the board so that each material is visible and the board is filled up.
C.12.8 Use the natural characteristics of materials and their possibilities and limitations to create works of art
H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces
I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art

Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)

The lesson allows students to discover, experiment, and explore various materials. Students can experiment with layering different materials, and strategically placing the materials together on the board.

Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)

The lesson allows students to discover how materials can be therapeutic, and how various materials can work together to create something new. Students will work together with their peers to create the board, thus having to work on collaboration and compromising skills, both being skills my students struggle with.
Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)

Students will be in charge of picking out which materials they wish to include on the board. Students will also have to determine if the material will fit and attach to the board. Students will have to place the materials on the board in a strategic manner.

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

<table>
<thead>
<tr>
<th>Academic language to be used:</th>
<th>Sensory, self-regulatory, materials, deescalate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where academic language will be practiced (i.e. through writing and art making):</td>
<td>Teacher will use vocabulary at the start of the lesson to introduce students to sensory needs. The students will use the vocabulary during their art making. Furthermore, students will use the vocabulary when expressing that they need to use the sensory board as an outlet.</td>
</tr>
</tbody>
</table>

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

<table>
<thead>
<tr>
<th>Type of language function:</th>
<th>Explore, produce, reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis of language function (describe the main purpose of using this language function for your lesson):</td>
<td>Students will explore various materials, which can broaden their knowledge of art. Students will produce a product, and reflect on the process of producing the product. Students will also reflect on the effectiveness of the product. Reflection is an important skill necessary for growth in school and life.</td>
</tr>
<tr>
<td>Where language function will be practiced (i.e., through writing and art making):</td>
<td>Students will be given various materials to explore at the start of the lesson. Students will then begin to produce their product, from cutting the materials, to placing the materials, to finalizing the product. Students will then be asked to reflect on the collaboration process with their peers, and how they decided to create their product. I will follow up with students periodically to see if the board is helping them deescalate when they are overwhelmed.</td>
</tr>
</tbody>
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UNIT or LESSON OVERVIEW:

This lesson focuses on healthy outlets students can use when they are overwhelmed and need an outlet to deescalate that isn’t harmful to themselves or others. Students have been learning about expected and unexpected behaviors when they find themselves in a stressful situation, and sensory outlets such as fidgets or dark rooms have been a good option for many students. A sensory board will provide students with another option that is available when they need to deescalate. This lesson will teach students another method that allows students to deescalate in a more expected, healthy manner. Students will also be able to participate in an art lesson, which some of my students don’t currently have as they are not in art classes. They will be able to explore various materials, and how materials can act as more than just show.

Discussion
**UNIT or LESSON DETAIL (provide for each lesson session):**

<table>
<thead>
<tr>
<th>Motivation/introduction:</th>
<th>Lay out various materials for students to look at before the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art Making:</strong></td>
<td>Supplievs: various materials, fabrics (felt, fuzzy fabric, straws, puff balls, sponges, cork board, sequence), poster board, hot glue</td>
</tr>
</tbody>
</table>

**Teacher instruction:**

Begin with discussion questions:

- When you are stressed or overwhelmed, what do you do?
- How do you calm down?
- Are these healthy ways to calm down?
- What are some examples of different materials?

**Objective:** Work together to create a board that has various materials on it for students to use when they are overstimulated.

**Students at work:** Each student needs to pick out at least 4 different materials to add to the board. Students will then begin to plan out how they are going to attach the materials to the board. Students will need to work together to strategically fill the board.

**Closure:** Discuss various situations where using the sensory board could be useful. Discuss the difference between healthy and unhealthy coping mechanisms.

**ADAPTATIONS:**

- Pre-cut materials for students who have lower fine motor skills.

**RELEVANT THEORIES:**

- Sensory Integration Theory

**ASSESSMENTS:**

- **Initial (formal/informal):** Discussion questions
- **Progressive/Formative (formal/informal):** Student collaboration during production
- **Final/Summative (formal/informal):** creating a full board of materials, discussion of healthy versus unhealthy de-escalation strategies.