

## Outdoor Learning, STEM 2

Learning experience	
Senses mindfulness	
CfE Level - Early	
Experiences and Outcomes and associated benchmarks/skills	
<p><b>E&amp;Os</b>            SCN 0-12a I can identify my senses and use them to explore the world around me.            HWB 0-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.            SOC 0-07a I explore and discover the interesting features of my local environment to develop an awareness of the world around me.</p>	<p><b>BMs/Skills</b>            Identifies specific parts of the body related to each of the senses.            Uses their senses to describe the world around them, giving examples of things they see, hear, smell, taste and feel.            Identifies simple feature of the local environment, hill, river, road, railway.</p>
Overview of learning experience	
Pupils take part in a mindfulness exercise based on the senses to allow them to observe their environment.	
Outline of learning	
<p><b>LI/SC</b>            I can calm my mind using mindfulness.            I can use my 5 senses.            I can describe the environment around me.</p>	<p><b>Resources</b>            Playground space.            Mindfulness script.            May wish to use whiteboards and pens to record findings. Or chalk</p>
Description of learning experience and assessment opportunities	
<p>Lead pupils in a mindfulness practice based on the senses. Below is an example script.</p> <p>To begin, tell your pupils that they can focus on their senses to calm their body and mind. That you will pay attention to sound, sight, smell, taste and touch to try this out.</p> <p>Explain that they will simply pay attention to their senses when you ask them questions. You can talk about what they noticed when you're done, and they should try to be silent and pay attention during the activity. It's easier and more fun that way.</p> <p>Next, take five slow breaths together and ask your pupils:</p> <ol style="list-style-type: none"> <li>1. What are three things you can hear?</li> <li>2. What are three things you can see?</li> <li>3. What are three things you can feel?</li> <li>4. What are three things you can smell?</li> <li>5. What is one thing you can taste?</li> </ol> <p>Give them about 20-40 seconds per question.            When you are done, ask them what they noticed per question.</p>	

Perhaps they heard a bus, saw a bird, and felt the ground under them and so on.

Ask how this activity made them feel.

Could they use this skill when they are bored or anxious? When might that be?

Pupils can write down the things they thought of or the teacher could lead a group discussion on what they found.

#### Consideration of risk

Pupils should be dressed appropriately for the weather conditions.

#### Taking it further – what else could you do?

Pupils could discuss how to improve their environment based on what they found.

Would they like nicer smells or more smells etc. How could they do that?

Pupils could make a map of their environment based on what they found.

Pupils could draw a picture of their body and mark their 5 senses and write on what they found. They could draw a body on the playground and write on what they found with chalk.

This could link into emotion works work.