

Senses

Early Level

Lesson 1	
Outcome	I can identify my senses and use them to explore the world around me. SCN 0-12a
Resources	Collection of objects to make a noise
Lesson Outline	<p>Get pupils to stand in a space, or walk through an area and think about what is going on around them. How do they gather information. Talk about the 5 senses. What can they see, feel, hear smell and touch, what parts of their body do they use to do it.</p> <p>Does it make a difference if one sense is removed. Can they hear more if they shut their eyes. Can they draw a map of where the different sounds are coming from?</p> <p>Play Kim's game – put out a selection of objects, let the pupils look at them for a few minutes, then while pupils shut their eyes remove an object. Can they identify which object has been removed.</p> <p>Listening games – in small groups, the pupils take turns to make a noise. The next pupil has to repeat the noise and add one of their own.</p> <p>Senses Treasure hunt - to prepare get a smelly liquid, perhaps a spice/water mix or perfume, and then paint it on a few objects around the space you are using. Pupils then have to use their sense of smell to discover the spots.</p> <p>Have a number of objects that will make a noise, pupils sit with eyes closed (or blindfolds) while you make a noise. Then make all the noises and pupils have to identify which one they heard.</p>

Level 1

Lesson 1	What can I feel?
Outcome	I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b
Resources	Blindfolds, tins, reversing goggles
Lesson Outline	<p>Find my tree – working in pairs, one pupil is blindfolded and is led to a tree (or other object). Let them feel texture, size features. They are then led away and then, having taken off the blindfold have to identify which tree it was.</p> <p>Pupils gather 8 stones, then drop them down a tube which is arm's length away from them. Repeat this with one eye closed. Can they still do it? Compare the result with closing the other eye. Why is it a problem, talk about binocular vision allowing you to judge distances.</p> <p>Pupils all wear sound muffs which will reduce their ability to hear each other and instructions. Then get them to carry out a simple task that requires cooperation.</p> <p>Use the reversing goggles to turn their world upside down. Get pupils to try and reach out for objects</p>

Lesson 2	Taste and Smell
Outcome	
Resources	Herbs or crisps
Lesson Outline	<p>This lesson looks at how taste and smell work together. You can use fresh herbs or other edible plants, especially if you have a school garden. A good alternative if different flavour crisps.</p> <p>Have a selection of different samples. Get pupils to try and identify what the tastes are.</p> <p>Then blindfold them and ask them to identify them again using smell alone.</p> <p>Then get them to hold their noses so they can't smell the sample, does that make a difference to how easily they can identify the sample.</p>

Level 2

Lesson 1	
Outcome	<p>I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.</p> <p>SCN 2-12b</p>
Resources	Coloured wools and pipe cleaners, blindfolds
Lesson Outline	<p>Distribute samples of coloured wools or pipe cleaners through the school grounds and then give the pupils a period of time to find them. Is there a pattern, do they find the brightly coloured ones more easily. Leads to discussions of camouflage.</p> <p>Blindfold trails – wearing blindfolds negotiate a series of obstacles.</p> <p>Echo sounding – use a large flat surface such as a wall. Stand in front of the wall and clap, listen for the echo, walk closer to the wall and listen for how the echo changes. Can the pupils wear a blindfold and using echo location walk to the wall and stop before they reach it? Can they do it to find other objects?</p> <p>Blindfold tasting. – Without using the sense of sight and smell (Blindfold and holding noses) can pupils distinguish between apples, onions and bananas?</p> <p>Reversing ear muffs – Pupils put on modified earmuffs that take sound to the “wrong” ear. They are then blindfolded. Get other pupils to stand in a ring around them and call out. Can they point to the direction of the sound? Shows how we use both ears to find the direction sound comes from.</p>
Extension	