

A Sense - Sational Walk

Pillar: Active Living and Positive Social Environments

Division: I

Grade Level: 1

Core Curriculum Connections: Science and LA

I. Rationale:

To develop an awareness of their own senses and how they are used, students will take a discovery walk around the school to observe and record what they see, hear, smell, and feel. In addition to exploring their external environment, students will also have the opportunity to direct their senses inward and reflect upon how they are feeling on the inside - both before and after this walk. This will encourage students to become more in tune with the mind - body connection and help them to recognize the many benefits associated with physical activity. A class book will be produced using descriptive words and phrases to represent what they learned.

II. Active Living Focus:

Students will:

- recognize the physical, mental, and emotional benefits of daily physical activity.

III. Curriculum Outcomes: Science and Language Arts

Science 1 Topic D: Senses	Language Arts
<p>General Learner Expectations <i>Students will:</i> 1–9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures. 1–10 Describe the role of the human senses and the senses of other living things, in enabling perception and action.</p>	<p>1.1 Discover and Explore Express ideas and develop understanding · make observations about activities, experiences and oral, print and other media texts 2.4 Create Original Text Generate ideas · generate and contribute ideas for individual or group oral, print and other media texts</p>
<p>Specific Learner Expectations <i>Students will:</i> 1. Identify each of the senses, and explain how we use our senses in interpreting the world.</p>	<p>3.2 Select and Process Use a variety of sources · find information on a topic using a variety of sources, such as picture books, concept books, people and field trips</p>
<p>3. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments. Students meeting this expectation will be able to describe characteristics, such as colour, shape, size, texture, smell and sound.</p>	<p>3.3 Organize, Record and Evaluate · list related ideas and information on a topic, and make statements to accompany pictures Evaluate information · recognize and use gathered information to communicate new learning</p>
	<p>4.1 Enhance and Improve Enhance artistry</p>

IV. Materials:

- 5 Senses handout
- paper on clip boards
- pencils
- magnifying glasses
- paper for class book

V. Procedure:

Introductory Activity:

1. Introduce the "Sense-Sational" walk at a time when students have been sitting for a while - possibly later in the morning or afternoon. Ask them to close their eyes and think about how their bodies and minds are feeling. Discuss responses. For example, some students may be feeling tired, bored, frustrated etc. Ask them to consider why they may be feeling this way. Have they been sitting too long? Doing the same thing for too long? Feel like they need to get up and move, play?
2. Tell students that you would like them to listen carefully while you tell them about a special place. Explain that their job is to try to figure out what you are describing (your old school). In your description, use very general terms, for example:
 - "It has lots of rooms, children, windows, some trees, a playground, and a parking lot."
3. Ask the class if they have a picture in their mind of the place you are describing. Let them make guesses.
4. Ask the students to think about what might help them see a better picture in their mind. Would more describing words help? Tell them they are going to write a book about their school. Before they can do that they will have to discover some interesting things about their school.
5. Explain that they will first take a five senses walk around the school to observe and record what they see, hear, smell, and feel. Provide students with blank paper or a copy of the handout included to record their observations on. Take the students outside and walk around the school, stopping often to talk about what they see.

During the walk each student will:

- Record details of things they see, hear, smell, and touch. (Students can use pictures or words.)
- Count and record how many doors, windows, bikes, signs, etc. that they see
- Do rubbings of textures (walls, cement, tree bark, etc.)
- Use a magnifying glass to get a close-up look at things (leaves, bugs, seeds, grass, and brick)
- Notice and record any repeating patterns they see.
- Lay on the grass with closed eyes to listen and smell.

Teacher will:

- Take close-up pictures of interesting textures, patterns, and shapes to use for a class set of "What in the World?" mystery pictures.

- Go back to class to process information.
- Label chart or board with words: smell, touch, see, and hear.
- Sort and list information gathered by the students. (If possible, let students record their own information in the appropriate column.)

** Over the next few days, use this information to write a class book about your school. Use grade-appropriate prewriting and writing skills. Illustrate and publish the book and share with the school (give to the library for students to check out.)

5. Ask students to close their eyes and think about how their bodies and minds are feeling now. How does this compare to how they were feeling before the walk? Are they feeling more alert now, happier, not as bored, able to concentrate better. Discuss some of the physical and emotional benefits of regular physical activity.

VI. Extensions/Variations:

- Gather leaves and seeds to sort in math and science class.
- Take a walk during each season to note changes in plants, weather, and animals.
- Adopt a tree to study for the entire school year.
- Identify plants and animals found on the school grounds.
- Divide the class into small groups (3-4). Provide each group with a “World” magazine to look at. (Or use the pictures from your class walking trip). Give groups five minutes to guess what they see on the “What in the World” page. Share answers. Discuss what skills they used to solve the mystery pictures. Guide talk to observation skills, such as being able to learn about something in more than one way. Review using the five senses to make observations.
- Tour the school and make a map showing school helpers, bathrooms, classrooms, lunchroom, etc.
- As a homework assignment, students could take a five senses walk around their home or community with their family. They could write a book about their observations to share with the class.

VII. Assessment Ideas:

- Direct observation of students as they record what they see, hear, smell, and touch on the walk will tell you if they understand the concept of the five senses. The completed class book will also give you an authentic piece to assess for class understanding of the process skills used in this activity.

I can see



I can hear



I can
smell



I can touch



I can taste

