

# Making Sense of It

## *Lesson Plan*

**Resource:** H&PE Elementary Resources

**Unit:** Human Development and Sexual Health

**Grade(s):** 1

**Lesson:** 4 of 5

## H&PE Curriculum Expectations

**2019 H&PE Curriculum Expectations:** A1.1, D1.4

## Materials

- Images of various foods
- Various objects placed in a bag
- [Teacher Resource: Anecdotal Recording Chart \(PDF\)](#)

## Learning Goals

We are learning to identify the five senses and describe how each functions.

## Overall Assessment

Using the Teacher Resource: Anecdotal Recording Chart, observe students and provide verbal and written feedback on their ability to identify the five senses and describe how each functions.

## Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Complete some or all of the following activities to introduce students to the five senses:

- Activity 1: Guess the Object - Place an object in a bag or box so that students can't see it. Invite a student to reach in and feel the object and describe only what they can feel (e.g., bumpy, round, smooth, rough). Once the student has given three descriptive clues, accept guesses from the class, and then a guess from the student providing the description. Remove the item from the bag and then repeat. Use a variety of items – a small stuffed animal, a toy car, or even an ice cube!
- Activity 2: I Spy - Select an object and provide the colour of the object as a clue. For example, if choosing a book, say, "I spy with my little eye something that is red." Take a few guesses from the class. If no one knows the answer, then add another detail. For example, "I spy with my little eye something that is red and square." Students take turns guessing. If no one guesses correctly, add another detail, (e.g., red, square, and sits on a shelf), until someone guesses correctly.
- Activity 3: Guess the Noise - Have students close their eyes and then make a sound (e.g., a hand clap, door closing, footsteps, chair moving across the floor). Have students guess the sound.
- Activity 4: Show students various foods. Have students decide how they would choose if they would eat the food. Note that this activity is meant for students to make connections to their sense of taste. If students do not identify this sense, encourage them to think about all of the senses they might use.

## Action

Write the following sense organs for students to reference: eyes, ears, nose, tongue, hands. Then use the following teacher prompts to lead a large-group discussion for students to identify how each of these sense organs helped them gather information to decide on their answers during the Minds-On activities.

**Teacher prompt:** "How did our eyes, ears, hands, tongue and nose help us gather information to decide on our answers in the activity we just completed and to gather information about the world around us? How do these organs protect us?"

*Student responses:*

- “We used our hands to decide what the items were in the bag. We used our eyes to spot the object for “I spy”. Our ears helped us identify the sounds when we closed our eyes and our nose and tongue helped us decide if we would want to try a food because we can smell it and taste it.”
- “Our eyes help us see colours, shapes, and movement to determine what they are. We can see when something might be dangerous so we can avoid it.”
- “Our ears pick up vibrations and send messages to our brain to help us hear sounds that are loud or soft, high- or low-pitched to identify different sounds. Sometimes, we might hear a sound that warns us of danger like a fire alarm or a car horn.”
- “We use our hands to tell us how things feel – for example, if they are hot, cold, wet, dry, hard, soft. It helps us avoid getting burned by a hot object.”
- “Our tongue and nose tell us what things taste and smell like to decide if we want to eat something or if we like their smell. We can also smell something burning or can tell if food has gone bad so we shouldn’t eat it.”

Have students identify the five senses. Record student responses.

Explain to students that we rely on our five senses every day: smell, taste, hearing, touch, and sight to understand and explore the environment around us and keep us safe. Each one of our senses sends signals to our brain. Our brain figures out what the signals are and sends them back to the specific sense organs such as the nose, the tongue, the ears, the skin and the eyes. For example, our eyes send information about what we see, our ears pick up vibrations, our skin has receptors that tell us what something feels like, our tongue has taste buds that tell us if something is sweet, salty or sour, and our nose has tiny hairs and nerves that tell us how things smell.

Explain that not everyone senses things in exactly the same way and that some people may not be able to rely on one or more senses (e.g., those who are deaf or hard of hearing, those who are or blind or have low vision). Other individuals may have an oversensitivity and/or under sensitivity in one or more of their senses, such as smell. If one of a person's senses doesn't work well then often one or more of their other senses becomes sharper, which can help the person navigate the world around them.

Using a **Think, Pair, Share** strategy, have students reflect and share their responses to these questions: How might your participation have been affected in the activities at the beginning of the lesson if you couldn't rely on one of your senses? How can we recognize whether someone needs help because of a sense impairment or restriction (e.g., someone may be using a white cane or a service animal so they can move around on their own or someone might use sign language to communicate if their hearing is impaired)? How can we ask if there is some way we could help them without hurting their feelings or making assumptions about their abilities?

## Consolidation

Use the following teacher prompt to have students focus on each of their five senses (consider adapting this activity to the needs of students with sensory impairments or restrictions):

**Teacher prompt:** "This will be a silent activity to help you focus and engage your senses. Sit up straight in your chair with your hands relaxed on your lap and your feet on the floor. Take a deep breath through your nose and then slowly exhale through your nose. These breaths help you focus on your body. Focus on your nose and feel the sensations as the air goes in and out. Let's do that three more times. Now focus on your eyes. Turn your head slowly, looking around the room and noticing the colours, shapes and size of all the objects in the room. You can let your eyes rest on one object that you really like or continue to look at different objects. Now close your eyes and focus on your ears. Notice all of the sounds around you like the buzz of the lights or the sounds coming from the hall or outside. Now focus on your hands. Rub your hands together, feeling the heat that rises as you do. Place your hands back in your lap, feeling the materials of your clothes against your skin. Notice your tongue in your mouth. Think of your favourite food and the sensations you feel. Take three more deep breaths through your nose, slowly exhaling each breath through your nose."

Use an **Elbow Partner** strategy to have students reflect and identify how each of their senses help them gather information about the world around them (e.g., feeling their breath in their nose, the heat from their hands,, hearing different noises, taste buds salivating as they think about their favourite food). Invite students to share their response with the class.

Consider taking students on a “Listening Walk” around the school or local area to notice the sounds they hear, the colour and movement they see, and/or the feeling of the wind on their skin, and reflect on how they use their senses to gather information about their world.