

# Using Your Senses

## WHAT YOU NEED

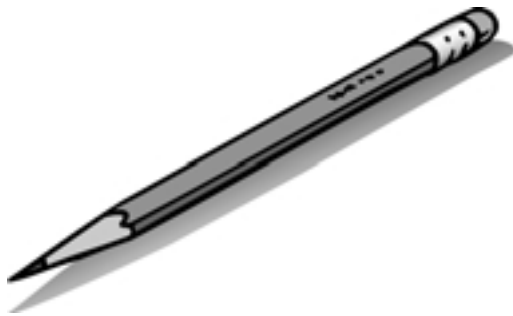
### Find Out

Do this activity to see how many different ways you use your senses.

### Process Skills

**Observing**

**Communicating**



pencil

### Time

- 30 minutes in the morning
- 30 minutes in the afternoon

# WHAT TO DO

1. In the morning, walk silently through the halls of your school. Use your senses to **observe** everything around you.
2. **Record** your observations on the chart.



3. Repeat the activity again in the afternoon. Use your senses to **observe** everything around you.
4. **Record** your observations on the chart.



Take students on a walk through the school so that they can experience a wide variety of sights, sounds, textures, and smells. You may want to take students outside as well.

## Morning Observations

I saw...	I heard...	I smelled...	I felt...

Student data will vary based on students' experiences.

## Afternoon Observations

I saw...	I heard...	I smelled...	I felt...

Student data will vary. Students may need to create an additional chart if they do not have room for all of their observations.

# Conclusions

1. Which sense did you use the most?

Answers will vary based on students' experiences.

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2. How did your observations change the second time you observed your school?

Accept all reasonable answers.

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# New Questions

1. How would your observations change if you wore a blindfold during the activity?

Answers will vary. Possible answers include that the students would have to

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rely on other senses to find out about their surroundings, or that the students'

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other senses would be heightened without the ability to see.

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2. Write a new question you have about senses.

Accept all questions.

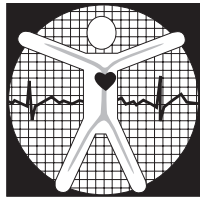
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Name \_\_\_\_\_



# ACTIVITY

## Using Your Senses

**Tell** how you think each drop tastes. **Write** “sweet,” “salty,” or “no taste.”

First drop on tongue \_\_\_\_\_

Second drop on tongue \_\_\_\_\_

**Circle** what you **predict** will happen when you put the drops on your lips. **Circle** what you **observe**.

	<b>Will you be able to taste with your lips?</b>	<b>Could you taste with your lips?</b>
First drop on lips	yes      no	yes      no
Second drop on lips	yes      no	yes      no

Students should predict whether or not they can taste with their lips. They should find out that they cannot taste with their lips.

Name \_\_\_\_\_

## What Happened

- ① Did you taste the salt or sugar on your lips?  
Why do you think this is so?

No, you cannot taste salt or sugar on your lips because lips are not the

\_\_\_\_\_

organs for taste.

- ② Did you taste the salt or sugar on your tongue?  
Why do you think this is so?

You can taste it on your tongue because the tongue is the organ for taste.

## What If

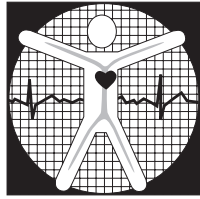
What would happen if you put a drop of water on your cheeks? Would you be able to taste the water?

No, the cheeks are not the organs for taste.

\_\_\_\_\_

Note: Students must see the teacher add salt and sugar to the water. Explain that it's safe to taste unknown things only if an adult you know and trust tells you it's all right to do it.

Name \_\_\_\_\_



# ACTIVITY

## Putting Your Senses to Work

**Draw** the obstacle course you made.

A large, empty rectangular box with a thin black border, intended for a student to draw an obstacle course.

**Draw** a line to show how you moved the coin with your eyes open.

**Draw** a dotted line to show how you moved the coin with your eyes closed.

Student drawings will vary.

Name \_\_\_\_\_

## What Happened

- ① What senses were you using when you moved the coin through the course in Step 4? In Step 6?

In Step 4, you used sight and touch. In Step 6, you used hearing and touch.

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- ② What was the hardest part of doing the activity with your eyes closed? Why?

Answers will vary. Possible answers include that students couldn't sense how

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much the book was tilted or where the coin was located, along with confusion

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about the directions.

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## What If

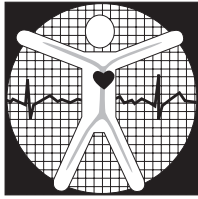
How could you do this activity if you wore a blindfold and earplugs?

With a blindfold and earplugs, you would have to rely on touch alone.

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Name \_\_\_\_\_



# ACTIVITY

## Listening for Warnings

**Listen** to the sounds your partner makes.

**Write** about how you react to the sounds.

Object	How I React

Students should fill in the names of the objects and explain how they react when they hear the different sounds.

Name \_\_\_\_\_

## What Happened

- ① Which objects sounded like warnings or alerts?  
Which did not? Why?

Answers will vary based on the objects chosen.

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- ② How did you feel when you heard the  
warning sounds?

Answers will vary. Students may be surprised or startled.

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## What If

What other warning sounds can you name? What  
would you do if you heard them?

Other warning sounds would include shouted warnings, fire alarms, and animal

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snarls. If students heard such sounds they would follow safety rules, find an

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adult, and so forth.

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