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

Time
• 30 minutes in the morning
• 30 minutes in the afternoon

What You Need

pencil
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.
### Morning Observations

<table>
<thead>
<tr>
<th>I saw…</th>
<th>I heard…</th>
<th>I smelled…</th>
<th>I felt…</th>
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### Afternoon Observations

<table>
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<tr>
<th>I saw…</th>
<th>I heard…</th>
<th>I smelled…</th>
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Conclusions

1. Which sense did you use the most?

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

New Questions

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

2. Write a new question you have about senses.
Activity Journal
Lesson 1 • Your Sense Organs

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.

<table>
<thead>
<tr>
<th></th>
<th>Will you be able to taste with your lips?</th>
<th>Could you taste with your lips?</th>
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<tbody>
<tr>
<td>First drop on lips</td>
<td>yes</td>
<td>yes no</td>
</tr>
<tr>
<td>Second drop on lips</td>
<td>yes</td>
<td>yes no</td>
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</table>
What Happened

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

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

What If

What would happen if you put a drop of water on your cheeks? Would you be able to taste the water?
Activity Journal
Lesson 2 • How Your Senses Work

Name ______________________

ACTIVITY

Putting Your Senses to Work

Draw the obstacle course you made.

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.
What Happened

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

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

What If

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

Listen to the sounds your partner makes.

Write about how you react to the sounds.

<table>
<thead>
<tr>
<th>Object</th>
<th>How I React</th>
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Activity Journal
Lesson 3 • Senses and Safety

Name __________________________

What Happened

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

2. How did you feel when you heard the warning sounds?
   ____________________________________________________________
   ____________________________________________________________

What If

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