Using Your Senses

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

Process Skills
Observing
Communicating

What You Need

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

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.

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

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

Student data will vary based on students’ experiences.

# Afternoon Observations

<table>
<thead>
<tr>
<th>I saw…</th>
<th>I heard…</th>
<th>I smelled…</th>
<th>I felt…</th>
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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.

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

Accept all reasonable answers.

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 rely on other senses to find out about their surroundings, or that the students’ other senses would be heightened without the ability to see.

2. Write a new question you have about senses.

Accept all questions.
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>
</tr>
</thead>
<tbody>
<tr>
<td>First drop on lips</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Second drop on lips</td>
<td>yes</td>
<td>no</td>
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Students should predict whether or not they can taste with their lips. They should find out that they cannot taste with their lips.
Activity Journal
Lesson 1 • Your Sense Organs

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.
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.

Student drawings will vary.
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.

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

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.
**Activity Journal**  
**Lesson 3 • Senses and Safety**

Name ______________________

**Activity**

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

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

Answers will vary based on the objects chosen.

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

Answers will vary. Students may be surprised or startled.

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 snarls. If students heard such sounds they would follow safety rules, find an adult, and so forth.