

Using your senses



Look around this area. Write down words to sum up what you see – colours, shapes, etc.

Close your eyes and be silent. Write down what you can hear in this area.

Touch the different surfaces you can find in this area (unless they are stinging nettles!) Write down words to describe the textures, e.g. rough, shiny . . .

Close your eyes again and breathe deeply. Can you smell anything? If so, write it down here.

School grounds focus:

- Where are we now?
- Where do we want to be?
- How can we get there?
- Making the changes
- Using your grounds

Curriculum focus:

- PSE/Citizenship
- Art
- English

Purpose of this activity:

- To describe different areas within the school grounds.
- To explore surroundings using different senses.

Equipment / materials needed:

- Copies of the record sheet overleaf for each pupil – if you are comparing more than one area, pupils will need one copy for each area.

Preparation:

- Identify the area(s) you want pupils to explore.
- Discuss with pupils how we use different senses – do they use some senses more than others?
- You might want to do a warm-up with pupils by brainstorming different 'sense' words.

What to do:

- Guide the pupils through the different stages of the activity. Pupils may find it hard to be silent and still enough to use their senses fully.
- You might want to consider blindfolds for the non-visual senses. For 'touch', pupils will need to work in pairs, with the non-blindfolded pupil guiding their partner – an exercise in trust if there are stinging nettles around!
- This activity can be extended to the sense of taste with careful guidance. If you have a herb or food growing area, you could have a blindfolded tasting of your crops.
- Pupils record their opinions for each area on their record sheet.
- Pupils could repeat the activity in different areas.

Extension:

- Consider what the results tell you about the grounds – are the words used negative or positive? Are some senses being neglected?
- Pupils could use this activity as the starting point for an art or creative writing exercise.
- Pupils could develop a sensory trail around the grounds, using signs to mark out areas of particular sensory interest.
- Pupils could research and design a sensory garden, using plants and other features to provide interest for all the senses.

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