

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.32

Making Sense of the Five Senses

Unit:
MISCELLANEOUS

PRECEPTS

H. Social Growth

H1. Acknowledge that differences exist among people

NATIONAL STANDARDS

NL-ENG.K-12.4 – Communication Skills

NL-ENG.K-12.4 – Applying Language Skills



Lesson Type:
Small Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- List the five *senses*.
- Explain how the five *senses* are used daily.





TIME

Instruction time for this lesson: **25-30 minutes.**



RESOURCES

The Educator's Reference Desk. (2010). Lesson plans. Retrieved January 31, 2010, from The educator's reference desk website: <http://ericir.syr.edu>

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.

Utah Department of Health. (2010). Heart disease and stroke prevention program. Retrieved March 17, 2010, from The Utah Department of Health. website: <http://www.hearthighway.org/#>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Paper
- ✓ Pencils – one per student
- ✓ Twister® mat - one
- ✓ Color Spinner - one
- ✓ List of sense questions
- ✓ PALS3.32.SG.ASSESS.A

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Senses



CONTENT OUTLINE

Objective 1: | List the five *senses*.

I. The five *senses*

A. ***Senses*** – functions of the body that help humans perceive the world around us.

1. Sight
2. Smell
3. Hearing
4. Touch
5. Taste

Objective 2: | Explain how the five *senses* are used daily.

II. How the *senses* are used daily

- A. Sight – when we see the sun, we know it is daylight
- B. Smell – we may smell food before we eat it
- C. Hearing – we use this sense when listening to music
- D. Touch – we can tell if something is hot or cold by touching it
- E. Taste – we eat daily, and we taste everything we eat

INTEREST APPROACH



Please close your eyes and listen to my voice. Now, point to where I am standing. Open your eyes.

Pause for a few seconds, allowing students to see if they are pointing in the right direction.



Great! Now, grab a pencil and pull out a sheet of paper.

Pause for a few seconds while students obtain the necessary items.



Close your eyes again. Without looking, write your complete name in the center of the paper as if you were writing on a straight line.

Pause while mentees write; continue as they begin to finish.



Open your eyes when finished. Why was it difficult to write our names directly in the center of the paper and stay on line?

Allow one minute for conversation.



It may have been easy to point to where I was standing because you could hear my voice and point in that direction, but, it was not so easy to write on the line in the center of the paper. Both of these actions required us to use different *senses*. Today, we will talk about the five *senses* we use daily and discuss why they are important. We will be completing a few activities today, so we will all need to use our sense of hearing when listening for directions.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | List the five *senses*.



How many have learned about the senses that human use?" **Senses** are the functions of the body that help humans perceive the world around us.

I. The five *senses*

A. **Senses** – functions of the body that help humans perceive the world around us.

There are five *senses* that we use regularly. What are the five *senses*?

Pause and allow the mentees to respond. If they do not list all five senses from the list below, tell them the senses that we left out.

1. Sight
2. Smell
3. Hearing
4. Touch
5. Taste



Great work. Now, thinking about the five *senses*, please recall a happy memory, something that makes you smile when you think about it. Maybe you received a gift that you really enjoyed or you went on a trip somewhere – this could serve as a happy memory. Take a few seconds and picture that memory.

Pause for a few seconds while mentees recall a happy memory.



Excellent. Now, please take the paper we used earlier. When I say HAPPY MEMORY, write a short story about the memory that makes you smile. In the story, be sure to include what you saw, smelled, heard, touched, and/or tasted. Try to include the five *senses* in the story. After we have written the stories, we will share them with the group. Five minutes will be given to write this story. Put a finger to your nose unless there is a question?

Pause and observe that all students have a finger to their nose. If not, ask if there is a question. Once everyone has a finger to their nose, continue.

HAPPY MEMORY

Pause for five minutes as mentees write stories. Observe while mentees work. If slow to start, offer encouragement.



Wow, I was really impressed to see how quickly you were all writing and can't wait to hear your stories. Now, let's share the stories we wrote. As we listen to the stories, pay close attention to the different **senses** and how they were used. Who will begin?

*Facilitate each mentee reading his/her story. After each story, facilitate a quick discussion about the different **senses** that mentees identified.*



Nice work. It is obvious that we use our **senses** quite a bit. In fact, we use the five senses on a daily basis.

OBJECTIVE 2. | Explain how the five **senses** are used daily.



In the stories, we shared about different experiences we had. Next, we will consider things that we do regularly.

I. How the **senses** are used daily

Our sense of sight is used frequently. What do we know about what time of day it is when we see the sun?

Pause and allow mentees to answer.

A. Sight – when we see the sun, we know it is daylight



Good – now, our sense of smell comes in handy as well. Sometimes we smell our food before we eat it. That is because our sense of smell is associated with how things taste.

B. Smell – we may smell food before we eat it



In addition to sight and smell, there is another important sense that we use regularly, especially in school when the teacher is talking or when listening to music. What might that be?

Pause and allow mentees to answer.

C. Hearing – we use this sense when listening to music



Nice work. The sense of touching is also important, especially if something is hot or cold. Who will give an example of when this sense might be very important?

Pause and allow mentees to answer.

D. Touch – we can tell if something is hot or cold by touching it



Excellent example. Finally, there is one more sense that we use every day. We have already learned that this sense is also used along with the sense of smell. You might use this sense three times a day. What sense is it?

Pause and allow mentees to answer.

E. Taste – we eat daily, and we taste everything we eat



Yes, taste – we taste everything we eat and remember, our sense of smell helps us taste the food we eat.



Today we have talked about the five **senses**, why they are important, and how we use them every day. Now, we are going to review the material we learned. To review, we will have to use our sense of sight, hearing, and touch...but I don't think we will use the sense of taste or smell. Why? Because we are going to play Twister!®



REVIEW / SUMMARY

*To review, the students will play an adapted version of Twister. Following the traditional Twister rules, have your PALS line up around the mat. Assign one of each of the five **senses** to a color on the mat (there are only four colors on the mat, however; so one sense will be left out). For example, hearing can be red, smell can be blue, etc. The PALS can decide on what each color represents. As players spin the wheel, ask them a question about the sense the spinner lands on. For example, if it lands on blue and blue is the sense of smell, you could ask, "What is your favorite scent?" The answers will vary from student to student. After the PALS answers, everyone can put the correct body part on the correct color. If a PALS falls, he or she is out of the game. A list of sample "sense questions" is below. Add your own to this list. Allow ten minutes for play unless time does not permit.*

Sight:

1. *What is the prettiest sight you have seen?*
2. *Name one thing that hurts your eyes when you look at it.*
3. *What is your favorite color?*
4. *What color are your eyes?*
5. *When do you want to close your eyes?*

Smell:

1. *What is your favorite scent?*
2. *What scent do you least enjoy?*
3. *What food smells delicious?*
4. *What food does not smell good to you?*
5. *What is a smell that you associate with the outdoors?*

Hearing:

1. *What is your favorite sound?*
2. *What are the five senses?*
3. *What sound is not appealing to your sense of hearing?*
4. *What sound scares you when you hear it?*
5. *What sound makes you happy?*

Touch:

1. *What is one thing that you do not enjoy touching because of how it feels?*
2. *Name one thing that is soft to the touch.*
3. *Name one thing that is sticky when you touch it.*
4. *Provide an example of something that is hot when you touch it?*
5. *Give an example of something you must touch in order to turn it on.*

Taste:

1. *What taste do you least enjoy?*
2. *What two senses work together?*
3. *What is your favorite taste?*
4. *What food have you never tasted but would like to taste?*
5. *What might you put on food to make it taste better?*

APPLICATION



One-on-One Idea

*Create a blind taste test. Select different food items and have the students identify the items by touch (such as with a banana or cracker) or by taste (such as with the flavor of jelly beans or punch). Explain that seeing an item is not the only way to identify what it is because we can use other **senses**.*

Continued Discussion

*Explain to students that some people do not have five **senses**. Ask the students to consider which sense is the most important to them and why. Similarly, ask students which sense they would give up if they had to choose one.*

PALS3.32.SG.ASSESS.A | EVALUATION ANSWER KEY

1. B
2. A
3. B
4. B
5. Sight, smell, hearing, touch and taste

PALS3.32.SG.ASSESS.A

Name _____

Directions:

Reach each statement and decide whether it is true or false.

1. _____ Functions of the body that help humans perceive the world around us are referred to as perceptions.
 - a. True
 - b. False
2. _____ The five senses are used daily.
 - a. True
 - b. False
3. _____ Emotion is one of the five senses.
 - a. True
 - b. False
4. _____ The senses of hearing and taste work together.
 - a. True
 - b. False

Write an answer to the following question.

5. What are the five senses?